

**A PRAGMATIC ANALYSIS OF PRESIDENT WILLIAM “BILL”
JEFFERSON CLINTON’S APOLOGY SPEECHES *I MISLED* AND
*I HAVE SINNED***

A THESIS

**Presented as a Partial Fulfilment for the Attainment of a *Sarjana Pendidikan*
Degree in English Education Department**



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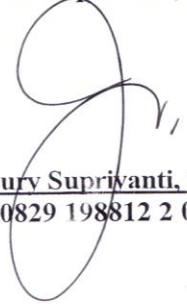
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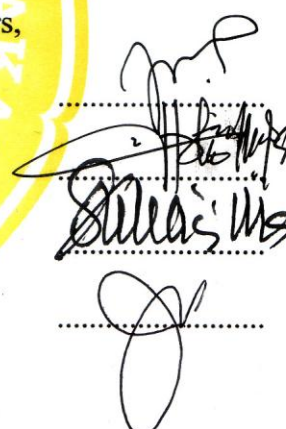
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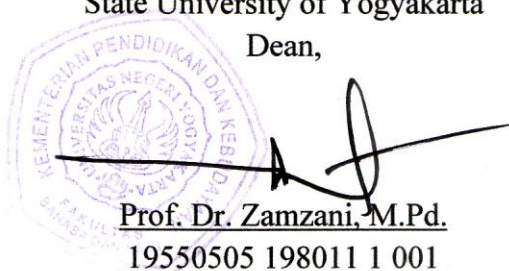
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

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Penulis,



Annisa Laura Maretha

Don't wait for an invitation

No need for reservation

*This life is an
exploration*

And you gotta see what I see in you

I can't wait one minute more

The sun will shine

The sun will shine

(Capital Cities, One Minute More)

A DEDICATION

I dedicate this thesis to:

My treasured Papa and Mama who raise me and give me full love and anger until I am 22. I promise you one thing, I am about to be independent.

My lovable older sister, older brother, brother-in-law, and sister-in-law for giving me supports in my everything in the last years.

My beloved special friends, BFF, for always making me crazy when I really need that craziness.

My precious Beati, in the future, let us always remember that life is so tough. We have to be strong.

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Yogyakarta, January 6, 2014



Annisa Laura Maretha

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The objectives of this research were 1) to find out the kinds of speech acts employed in the two apology speeches of President Clinton, *I Misled* and *I Have Sinned* based on Searle’s theory on illocutionary forces, 2) to find out the context of situation that influences the speeches, and 3) to explain the arrangements of classical rhetoric speeches in the delivery of President Clinton’s apology speeches.

This study applied a descriptive-qualitative research. The object of this study was all utterances spoken by President William “Bill” Jefferson Clinton in his two apology speeches during the Lewinsky scandal, *I Misled* and *I Have Sinned*. The data were in the form of words, phrases, utterances, and discourse uttered by him in the apology speeches. The researcher has the role of planning, collecting, analysing, and reporting the research finding. A set of Clinton’s speeches, the speech transcripts, and the data sheets were also employed as supporting instruments. Some steps were undertaken during the data collection: watching the videos of the speeches, finding their transcripts, making data sheets, and categorising. The researcher collected documents to do an in-depth learning process and interpretations. This technique of collecting data was a non-interactive technique. This research was principally using credibility, dependability and conformability to check the trustworthiness of the data.

The research result showed that there was a different approach to be made from his first to his second apology speech under the essence of embracing the society’s forgiveness. That attitude was represented through illocutionary acts performed by him. The most illocutionary acts performed was representatives under the act of convincing. In his second apology, he did not perform offensive acts such as protesting, blaming, and refuting which means that he changed his attitude, to maintain harmony between the speaker and the hearers. Mostly, regretting, apologizing, and thanking were performed as illocutionary acts of expressives. In the result of the arrangement of classical rhetoric, among six parts of rhetoric, the most dominant for both speeches is proof. However, what became so different is about the content itself. Proofs that were presented in *I Misled* showed self-defense for the speaker instead of giving more elaboration on apology purposes. On the contrary, *I Have Sinned* gave more elaboration on its proof to show the purpose of apologising. Thus, his second apology was more effective because he gave himself credibility through the use of structure and language by making himself sound sincere and by not placing the blame on his opponents. He formed the minds of his audience and made them elaborate on the information to create their own opinions that he was innocent. If the idea of his innocence came from within their minds, they would in turn accept his apology, support him, and take the actions that he asked them to.

CHAPTER I

INTRODUCTION

A. Background of the Study

To be a leader of a nation, especially a powerful one, a person needs to be a role model for his or her society nationally or even internationally. In that case, the leader needs to know how and when he or she needs to think, speak, and behave in such a way that represents society's voices. In some cases, one of the important skills that a leader has to master is public speaking skills. Slagell (2009:194) states today's speakers not only transfer words and ideas to listeners but rather are engaged in a complex process of attempting to share meanings among diverse members of audience. It is also in line with Griffin (2012:4) who asserts that to be an ethical public speaker, you must consider the moral impact of your ideas and arguments on others when you enter the public dialogue. Giving a speech is a natural way to enter the public dialogue because it gives us a chance to clearly state our own perspectives and to hear other people's perspectives.

This study has a great deal with what is implied by a speaker and what is interpreted by a hearer, for example, in a speech. A speech can have power to affect others. Like what most great speakers have done, they certainly have purposes in their speaking, such as to provide instructions, share information, influence decisions, and many more. Each speech has its objective to impart shared ideas to the audience. Therefore, an effective speech can be evaluated by the audience's feedback.

In order to have students who are accustomed to terms used in speeches and who are able to deliver speeches effectively, the English Education Study Program of Yogyakarta State University provides their students with Speaking IV course. This

course is aimed at developing students' speaking skill in participating in scientific spoken discourse (Kurikulum 2002:26). The students are asked to be familiar with speaking practices, lectures, and discussions related to language teaching, linguistics or literature. The activities are varied, e.g. lectures, assignments, seminars and role plays as a speaker, moderator, note-taker, and also as active audience. The students are expected to be able to recognise speech papers systematically, deliver speech effectively and also handle a limited seminar program. However, developing speaking skills in the classroom is not enough so the students need to have enriching activities outside the classroom as well. One of the activities can be learning from great public speakers through watching, listening, and analysing their speeches.

William Jefferson Clinton is one of great public speakers. The greatness of his speeches is publicly admitted, starting when he became a student leader in Georgetown University. After that, he also became the Attorney General of Arkansas. He showed more responsibility in becoming the Governor of Arkansas. Finally, he served his nation as a president of United States of America from 1993-2001. However, two of his speeches remain controversial. The speeches are entitled "I Mised" which was delivered on Monday, August 17, 1998 and "I Have Sinned" which was delivered on Friday, September 11, 1998. Those two were intended to recover his reputation as the leader of America who conducted misbehaviour upon his sexual relationship with 22-year old White House intern, Monica Lewinsky. However, the use of language in both speeches are somewhat different. In the first apology speech, the President said that there was nothing to be intervened, because everyone has their own private life. The audience felt that the speech was merely trying to protect his personal and political lives. By that response, he delivered the second apology speech that was attended by an audience of more than 100 ministers, priests and other religious leaders in the East

Room at the annual White House prayer breakfast. First Lady Hillary Rodham Clinton was also attending. The speech, hand-written by the President, was finally revealing the truth that was hard to tell as a president of a powerful state at that time. He did confess that there was a time he had a relationship with the intern Monica Lewinsky. The speech creates a powerful emotion and subtle content. Many columnists stated that it was a splendid rhetoric speech that could cover five major elements: invention, arrangement, style, memory, and delivery. The audience also felt that this speech was very effective in diction and meaning. However, this scandal led to the impeachment of the President by Kenneth Starr in 1998 and his subsequent acquittal on all impeachment charges of perjury and obstruction of justice, as the result of having a relationship with Monica Lewinsky.

These two speeches are about to be analysed. It is believed that analysing these speeches are worth investigating eventhough as second language students of English, there might be problems arise due to language variety used in these apology speeches. The researcher intends to investigate the language variety, especially on the concept of Speech Acts brought by Searle (1969), as the theory was broaden from the concept of the preceding linguistic philosopher, Austin (1962), in terms of the illocutionary force of the utterance, or in other words, the functional intention of the speaker. The research is also conducted to portray the surrounding's context that might be affected by the apology speeches and how his speeches contributes towards the very systematical rhetoric speech.

The explanation above is the study under the umbrella of pragmatics. Pragmatics will not only deal with words or utterances in the conversation but will also deal with the meaning of what the speaker wants to convey in those words or utterances. Cutting (2002: 2) states that pragmatics and discourse analysis have in

common the fact that they are both concerned with functions: the speakers' short-term purposes in speaking and long-term goals in interacting verbally. The discussion of the functions mentioned above will allow speech acts to be described more. Speech act theory describes what utterances are intended to do, such as promising, apologising, thanking, describing, threatening and so on.

B. Identification of the Problems

As mentioned in the background of the study, second language students of English still find some difficulties in understanding people through their language, especially English native speeches. Misinterpretations of the implied meaning of the speakers' speeches may occur when there is a complex pattern of language variety. The fundamental problem is that the locution, or the form of words, can be delivered in many ways which may create various interpretations of the meaning. In fact, to learn English skills needs to know English natives' habits, e.g. their language use, their wisdoms, their social lives, and many more so that the ESL students do not face difficulties to learn under a reason of having cultural borders. Thus, to learn about the culture of the United States of America is also necessary to keep up with the context of its people and its language.

The language used in the speeches are relatively different with common language use in everyday lives. As what is stated by Hymes in Wardhaugh (1986:245-247), there are various factors that are involved in speaking. They are described as an ethnography of a communicative event which are relevant in understanding how that particular communicative event achieves its objectives. Most second language students are unaware of how a speech should have what Hymes calls as 'SPEAKING' for those factors, they are as follows:

1) Setting and scene (S)

Giving a speech must see the setting and the scene. Setting refers to the time and place, i.e., the concrete physical circumstances in which speech takes place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion. In a graduation speech, setting and scene can be exemplified by having a joyful scene, while in President of USA's inaugural speeches, the situation will be a serious one within a designated setting.

2) Participants (P)

This has various combinations of speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified roles. Participants can be exemplified by the relations between a teacher-a student, a doctor-a patient, a parent-a kid, and many more.

3) Ends (E)

This refers to the conventionally recognised and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. In a courtroom for example, each person in that room has their personal goals they want to achieve because the court process has many participants itself, i.e., the judge, the jury, the witness, the prosecutor, the accused, and the defence.

4) Act sequence (A)

It refers to the actual form and content of what is said; the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. To join public lectures, casual conversations, or even parties, each person has their own sense of act sequence. So, if the

participants wants to be mingle with, they need to follow the system of language and things talked within.

5) Key (K)

It refers to the tone, manner, or spirit in which a particular message is conveyed. Key is exemplified by the way the speaker tries to be serious, sarcastic, humorous, light-hearted, or from the gesture, posture, or even deportment.

6) Instrumentalities (I)

They refer to the choice of channel, e.g. oral, written, or telegraphic, and to the actual form of speech employed, such as the language, dialect, code, or register that is chosen.

7) Norms of interaction and interpretation (N)

They refer to specific behaviours and properties that attach to speaking and also to how these may be viewed by someone who does not share them. The norms can be seen from the speaker's loudness, silence, gaze return, and many more.

8) Genre (G)

It refers to clearly demarcated type of utterance, such things as poems, proverbs, riddles, sermons, lectures, prayers, and so on. They are indeed different with casual speeches. Genre simply can be seen from church services conduct sermons, colleges have public lectures, poets read poems, and so on.

These problems above have been identified towards misinterpretations in learning the communicative event itself. In conclusion, this study is intended to bring the contextualisation of how these factors are relevant enough to the speaking event.

This study also tries to describe the context affected by the speeches. It allows social dimension to encounter in the speech uttered by President Bill Clinton. Joseph (2006: 143) states that all the acceptances and refusals have political implications, starting at the interpersonal level and extending up to the national level. It is intended to prove how this national speeches employ the intention of what Clinton was saying as he served the most influential and powerful country at that time.

C. Limitation of the Problem

To specify the analysis, this research is limited into the concept of speech acts defined by Searle as it is developed based on Austin's, not to mention the context of situation influenced by these apology speeches, and how the speeches have classical rhetoric power that affects society. The analysis focuses on the type of speech acts observed in Clinton's apology speeches on his two apology speeches during the scandal with Monica Lewinsky, an intern in the White House, on August 17 entitled *I Misled* and September 11 entitled *I Have Sinned* in 1998. This research would analyse the complexity of language use in illocutionary force. It is intended to create understanding at the heart of speech learners so they know how to maximise the intended meaning on their speech acts.

D. Formulation of the Problems

Based on the previous explanation, the researcher formulates the problems as follows:

1. What are the kinds of speech acts that can be observed in President Clinton's apology speeches during the Lewinsky scandal and how does the context of situation surrounding influence the speeches?

2. What are the arrangements of classical rhetoric speeches in the delivery of President Clinton's apology speeches during the Lewinsky scandal?

E. Research Objectives

Based on the formulation of the problems, the objectives of this study is:

1. to find out the kinds of speech acts employed in the two apology speeches of President Clinton during the Lewinsky scandal based on Searle's theory on the macro-classes of illocutionary force in extent of Austin's, and to find out the context of situation that influences the speeches, and
2. to explain the arrangements of classical rhetoric speeches in the delivery of President Clinton's apology speeches during the Lewinsky scandal.

F. Significance of the Study

Theoretically, it is expected that the final result is useful for:

1. enriching the study in the field of linguistics,
2. creating a bibliographical variation to the readers in the relation to the speech acts' classification, felicity conditions, social and political dimensions.

Practically, this research is expected to have some benefits for:

1. students of English Education Department in dealing with the importance of studying great speeches as well as a reference to know how to produce utterances that have suitable speech acts so that they achieve the goal of public speech,

2. the lecturers of English Education Department in dealing with the importance of public speaking skills to be more motivated in developing alternative ways of teaching public speaking skills, and
3. other researchers in order to have supporting evidences to conduct research in the same field of study.

G. Operational Definition

1. Pragmatics

It is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (reader) (Yule, 1996:3). In this research, pragmatics deals with the language, its users, and the surrounding context. Moreover, the approach of pragmatics also explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.

2. Speech Acts

It is actions performed via utterances (Yule, 1996:47). To be more specific, it is defined as how the speaker performs an act via his or her action for certain purposes of meaning. The act of performing should not only be seen from the form of the words uttered but also be seen from how it has communicative force to hearers so they can understand the form of the speaker's utterance, either explicitly or implicitly.

3. Context

It is the circumstances around the language uses. The circumstances are linguistic context: preceding discourse, situational context: physical situation, social context: who the discourse participants are (Song, 2010:3). In this study, the context is learned dynamically because it is not a static concept. The context itself is enabling the

participants in the communication process to interact with the surroundings and that situation makes the conversation or utterance becomes more down to earth.

4. Formal speech

It is the type of speech used in situations when the speaker is very careful about pronunciation and choice of words and sentence structure (Richards, Platt and Weber, 1987). This type of speech may be used, for example, at official functions, debates and ceremonies. This definition gives us an idea of what a formal situation is but does not define formal speech as such. It just offers a hypothesis of what a speaker pays attention to in certain situations.

5. Politics

It is a term that can be used to describe any 'power-structured relationship or arrangement whereby one group of persons is controlled by another' (Millet, 1969). In this research, the life of society is also influenced by the context of politics around them, any issue would be very popular once it gets done by the exposure of media, for instance. In short, politics is also about the idea of popularity, how it affects the whole system of a nation, not particularly politics.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the literature review of this study consists of some explanations on pragmatics, scope of pragmatics, speech acts, discourse, context, speech event, speech, language and politics, and William “Jefferson” Clinton’s apology speeches on Lewinsky Scandal in the context of American society.

A. Literature Review

1. Pragmatics

Yule (1996:3) defines pragmatics as the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). The analysis of pragmatics will be more on what people mean by their utterances than how the words or phrases are formed. It involves the interpretation of what people mean in a particular context and how the context influences what is said. The approach of pragmatics also explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. It comes to how a great deal of what is unsaid is recognised as part of what is communicated. In short, he defines pragmatics as the study of the relationships between linguistic forms and the users of those forms.

It is also in line with Stilwell Peccei (1999) in Cutting (2002:2) that defines pragmatics as the study deals with the meaning of words in context, analysing the parts of meaning that can be explained by knowledge of the physical and social world, and the socio-psychological factors influencing communication, as well as the knowledge of time and place in which the words are uttered or written. This approach studies the context, text, and function. Based on its term, pragmatics focuses on the

meaning of words in interaction and how a speaker and a hearer communicate more information than the words they use. The speaker's meaning is dependent on assumptions of knowledge shared by both. Pragmatics also deals with texts, or pieces of spoken or written discourse. That means how language becomes meaningful and unified for its users. Moreover, pragmatics concerns with function which means that it analyses the speakers' purposes in speaking or in interacting verbally.

From the definitions stated by the experts above, it can be concluded that pragmatics is the study of language use and its users that involves the context necessitated from the spoken or written discourse. It focuses on analysing a deeper meaning of certain utterances rather than a surface meaning. However, it needs understanding at the heart of the listeners (or readers) to share the same knowledge with the speakers (or writers) so that the intended meaning may be achieved by both.

2. Scope of Pragmatics

As one of linguistics branches, pragmatics covers several scopes, i.e. deixis, the cooperative principle, implicature, presupposition and speech acts.

a. Deixis

Levinson (1983:54) states that deixis concerns the way in which languages encode or grammaticalise features of the context of utterance or speech event, and thus also concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance. While Yule (1996:9) defines deixis as a technical term (from Greek) for one of the basic things we do with utterances. It involves the capacity for pointing things through language. When there is a kid who never sees a mountain, then he asks, "What is that, Mom?", he is naturally using a deictic expression (that). This expression is somehow called indexicals.

Furthermore, Yule (1996:10-15) makes 3 categorisations of deixis which consist of:

1) **Person Deixis**

Person deixis is deictic expressions that indicate people, for example the distinction between the speaker ('I') and the addressee ('you'). It is basically divided on a three-part division, i.e. the pronouns for the first person ('I'), second person ('you'), and third person ('he', 'she', or 'it'). However, to learn these deictic expressions is not easy. It needs a very close observation on what is actually happening in conversation shifts. It is exemplified by a situation when a girl is asking her mom to give her a candy. A girl said, "Give you a candy" instead of "Give me a candy". It happens very often to children in their learning process to absorb language variety.

There is also a case when some countries use deictic expressions to show their social status between the speaker and addressee in order to create distance, and it is called social deixis. In French, for instance, as the social status of the speakers is higher and older, they tend to use '*tu*' to a lower and younger addressee. In opposite, '*vous*' is used by lower and younger speakers to a higher and older addressee. In English, the use of third person pronouns is the common form to create distance or non-familiarity. This can be seen from:

* *Would his majesty like some fried onions?*

The example above is emphasizing on an ironic or humorous purpose when one person is very busy preparing a table yet her friend in the same place is very reluctant to even see the kitchen.

In conclusion, person deixis concerns with how people address themselves as a speaker, and be addressed in return. It copes with the necessity

of people to make distance, or to be closer with. This deictic expression is also implemented differently in some countries as the rules of their language are also affecting.

2) **Spatial Deixis**

Spatial deixis concerns with deictic expressions that indicate the location of people and things. The words that are currently used are varied, e.g. here, this, that, and there. However, some verbs of motion like ‘come’ and ‘go’ may have a sense of deictic expressions when one person is saying ‘Come to the basement!’ or ‘Go to the kitchen!’. These are used to mark movement towards or away from the speaker.

To learn spatial deixis, people need to be accustomed to how the definition of location in each speaker’s point of view is mentally and physically different. It is described as a deictic projection because speakers can project themselves into expected locations, even when the location is manipulated because of technology existence. For instance, in a sentence of ‘I’m not here now’. If the sentence is projected to the answering machine of someone’s telephone, ‘now’ will do at any time someone tries to call the telephone, not to when that someone records the words.

There is also a similar deictic projection that is used in a direct speech to represent the person, location, and feelings of someone or something else. In that case, for instance, ‘I was after my cute little kitty to be more taken care because she is dirty. She always looks like, “Here, clean me up, will you?”’. The word ‘here’ in the sentence above does not literally mean physical location of the speaker, but the person in the role of being the cute little kitty. It shows that if the speaker and the addressee have been so close physically,

they also tend to behave the same psychologically. It is a different treatment when a person is not close enough both physically and psychologically, that person will say ‘that woman over there’.

To summarize, it is believed that spatial deixis is related with how people project the location of people or things indicated. It has come to the point that using the words ‘here’, ‘there’, ‘this’, ‘that’, and many more has different meanings depending on who speaks, when to speak, and how the speaker and addressee are physically and psychologically related.

3) Temporal Deixis

Temporal deixis concerns with deictic expressions that indicate the time coinciding with the speaker’s utterance and the time of the speaker’s voice being heard. The words to show temporal deixis are varied and will be interpreted differently based on how and when the utterance is stated. One of the examples is the use of ‘then’. In contrast to ‘now’ and depending on the speaker’s presence, ‘then’ applies to both past and future time.

** I was fool and stupid back then.*

** I will come to your dinner then.*

Like all aspects of deixis, temporal deixis makes ultimate reference to participant-role. Also, the expressions depend on the interpretation known by the relevant utterance time. As in ‘be back in an hour’ that is written on an office door, there might be possibility for others not to know how long or how short that person comes back.

The psychological basis of temporal deixis is seemingly similar with spatial deixis. The projection can be treated as to be near with the speaker or to be far away. This can be seen from many English expressions saying e.g. the

past two weeks, the approaching month, the coming year, this Sunday morning, etc.

There is also a type of temporal deixis in English that is not recognised widely. It is in the choice of verb tense, the present and the past. The examples are as follows:

- * *I study here now.*
- * *I studied there then.*

The present tense above indicates the use of proximal forms, or the words used to present the near speaker while the past tense indicates the opposite.

The past tense also has another way to express events presented by the speaker as not being close to present reality. For example, 'If I had a Cadillac...' means neither of the ideas expressed are to be treated as having happened in the past time. They are indeed in a form of distal form, or the words used to present the away speaker.

In summary, temporal deixis contributes towards the presence of time. It has the proximal form and the distal form. The proximal form is the near speaker function as indicated in the present tense like the use of 'now' and 'this', while the distal form can be used as the away speaker function as to communicate not only distance from current time, but also distance from current reality or facts.

b. The Cooperative Principle

Yule (1996:37) defines a cooperative principle as the principle of conversation to make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you

are engaged. It leads to elaboration of four sub-principles, called maxims. The maxims in the cooperative principles are:

1) Maxim of Quantity

It is believed as the principle of a conversation to be made as informative as required (for the current purposes of the exchange). There is no need to be less or more informative than is required.

Example:

- (a) You can see me at 10.30 am at my office.
- (b) You can see me at 10.30 am at my office. However, if you don't mind, we can just go outside and have lunch together discussing your new project. I'm extremely hungry, Pro. Oh, and I hope it's going to be a success for you!

The context above is the speaker intends to make an appointment with the speaker's colleague. In utterance (a), the speaker already fulfilled the maxim by giving the time and place to the colleague that wants to see the speaker. However, it is not recommended to use the pattern in utterance (b) because it contains too much information about the speaker's intention not only to have working meeting but also to have lunch. In this case, the speaker overlaps the knowledge that should be shared by both, which is to have a meeting to work.

2) Maxim of Quality

It is the principle of a conversation that demands every contribution towards your conversation should be necessarily true. The speaker does not have rights to say what he or she believes to be false, yet for which he or she lacks adequate evidence.

Example:

- (a) I will be there at 2 o'clock sharp. Prepare what we've been discussing.

- (b) Em, I will be there at 2 o'clock as far as I remember. Well, prepare what we've been discussing. I hope I remember what I should do, I guess.

The context in two sentences above is the same. There is one person promising to come to a friend of him/hers. This person already discussed some paper work with his/her friend. In utterance (a), the information given is accurate enough without any doubt that the speaker has any intention not to come late and even prepare for things to be done. However, when looking at utterance (b), there is an indication that what the speaker's saying may not be totally true. Thus, the utterance in (b) flouts the maxim.

3) Maxim of Relation

To be relevant is required in this maxim. It is not recommended to have some potentially unconnected information during a conversation.

Example:

(a) Q: There is someone at the door.

R: I'm in the bath.

(b) I don't really know if this is important, but what time is it?

The context of two examples above is different. In conversation (a), the context is that there is someone knocking at the door. R expects Q to understand that his reason is relevant to Q's assertion that even if there is someone at the door, R cannot go and see who it is because R is in the bath. However, at utterance (b), it is assumed that the context is actually in a first date. There is a potential here for the speaker to have non-relevant material because he or she wants to stop the dating for some reasons, so as to say getting bored with the situation or getting too late to go home. So, the speaker also seemingly likes to use expressions like 'anyway', 'well', 'I don't

know if this is important', 'oh, by the way', and so on. In that case, sentence (b) flouts the maxim.

4) Maxim of Manner

To be clear by avoiding obscurity of expression and ambiguity, brief and orderly is a must to be taken into account when the speaker considers this maxim.

Example:

- (a) When I was 7, I vividly remembered the way I fell down from the stairs. I was spinning so hard so I felt every single cold and hard stair. I had acrophobia since then.
- (b) This may be a bit confusing to me, but I remembered being in stairs' accident.

The context above is clearly described that there is a person that tries to tell how he fell down from the stairs when he was a kid. However, the utterance (a) is the only one that fulfils the maxim of manner. In utterance (b), he tries to remember the event but it becomes more awkward since he himself cannot actually remember what happened to him when he was a kid.

c. Implicature

Levinson (1983:97) states that implicature stands as a paradigmatic example of the nature and power of pragmatic explanations of linguistic phenomena. It can be shown in the organisation of language, some general principles for co-operative interaction, and yet these principles have a pervasive effect upon the structure of language. Thus, implicature seems to offer some significant functional explanations of linguistic facts. It also provides some explicit account on how it is possible to mean more than what is actually said than what is literally expressed by the conventional sense of linguistic expressions uttered.

Grice in Levinson (1983:100) also asserts that the kind of inferences that are called implicatures are always of this special intended kind, and the theory of implicature sketches one way in which such inferences, of a non-conversational sort, can be conveyed while meeting the criterion of communicated messages sketched in Grice's theory of meaning.

In addition, Grice in Levinson (1983:103-128) divides implicature into two classifications. Those are as follows:

1) Conversational Implicature

It is defined as inferences arise to preserve the assumption of co-operation; it is only by making the assumption contrary to superficial indications that the inferences arise in the first place. So, Grice's point is not that we always adhere to the maxims superficially but rather that, wherever possible, people will interpret what we say as conforming to the maxims on at least some level. The broader analysis of conversational implicature is coined by Grice as follows:

a) Generalised Conversational Implicature

When no special knowledge is required in the context to calculate the additional conveyed meaning, it is called a generalised conversational implicature (Yule, 1996:41).

Example:

Reny : I know you bought me the pizza and the salad.

Sinyo : Ouch, I bought you the pizza.

After hearing what Sinyo said, Reny has to assume that Sinyo is cooperating and not totally unaware of the maxim of quantity. Sinyo must intend that Reny infers that what is not mentioned was not

bought. That means, Sinyo has conveyed a generalised conversational implicature without specific knowledge to be calculated.

b) Particularised Conversational Implicature

Yule (1996:42) defines it as the implicatures that take place in very specific contexts in which they are locally recognised. Such inferences are assumed and required to work out the conveyed meanings.

Example:

Toni : Hey, will you join us tonight?

Mary : My faraway parents will come after 5 years abroad.

In order to make Mary's response relevant, Toni has to assume the knowledge that Mary is waiting for her parents for so long that she cannot miss the arrival for her parents, yet Toni has to understand that Mary will not be able to join him and his friends. In this sense, because they are by far the most common, particularised conversational implicatures are just called implicatures.

2) Conventional Implicature

Grice in Levinson (1983: 127-128) defines conventional implicatures as non-truth-conditional inferences that are not derived from superordinate pragmatic principles like the maxims, but are simply attached by convention to particular lexical items or expressions. Furthermore, Yule (1996:45) explains how conventional implicatures do not have to occur in conversation, and do not depend on special contexts for their interpretation. They are associated with specific words and result in additional conveyed meanings when those words are used. The examples of English words that have conventional

implicatures are ‘but’, ‘and’, ‘even’, ‘yet’, and ‘therefore’. All these words have implicatures that vary from their language use.

3) Presupposition

Yule (1996:25) defines presupposition as something the speaker assumes to be the case prior to making an utterance. It is the speakers, not sentences, that have presupposition. Givón in Yule and Brown (1988:29) is also in line in defining presupposition as defined in terms of assumptions the speaker makes about what the hearer is likely to accept without challenge.

Example:

Harri has come back from the city.

In producing the above utterance, the speaker will normally be expected to have presuppositions that a person named Harri exists and that he is somewhere in the city. The speaker may have more specific presupposition that Harri is rich after coming back. All the presuppositions above may be wrong, though. That is why it needs entailment. It is something that logically follows from what is asserted in the utterance. Sentences, not the speakers, have entailments.

Example:

Manna's cat is furry.

Interestingly, we have a presupposition that Manna has a cat. In addition, presuppositions do not change under the negation as in ‘Manna's cat is not furry.’, the presupposition will still be the same. This is called constancy under negation.

3. Speech Acts

a. Definition of Speech Acts

Yule (1996:47) defines speech acts as actions performed via utterance and are given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. Searle in Mey (1993:111) also asserts that the basic or minimal unit of linguistic communication is the performance of speech act. While Austin in Cutting (2002: 16) defines speech acts as the actions performed in saying something. In conclusion, speech act theory means that the action is performed when an utterance is produced. To identify the speech act being performed by a particular utterance, the context shall be taken into account as well so that the participants do understand the functional intention of their communicative event.

b. Speech Acts Classification

1) Austin's Classification of Speech Acts

Austin in Renkema (2004:13) defines all expressions of language must be viewed as acts. Austin's speech act theory can be produced on three different levels, they are: locution, illocution, and perlocution.

a) Locutionary Acts

According to Yule (1996:48), a locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. In a short, it is what is said, the form of the words uttered which is meaningful in language use.

Example:

* *I've been waiting you for two hours.*

* *I can't live without my wife.*

For most of the time people produced well-formed utterances, they do not mean to say them without a purpose. Thus, there is an illocutionary act.

b) Illocutionary acts

Austin in Cutting (2002:16) states that the second dimension of classification is what the speakers are doing with their words. So, it is what is done in uttering the words, the function of the words. There is a specific purpose that the speakers usually have in mind. Yule (1996:48) also asserts that this kind of act is performed via the communicative force of an utterance.

Example:

* In the locutionary act's example, we have '*I've been waiting you for two hours.*'

If this utterance is analysed on illocutionary force, the speaker is 'expressing' his feeling that he's so bored to wait for the one he's speaking to.

c) Perlocutionary acts

Yule (1996:48) states that creating an utterance with a function with intending it to have an effect is called a perlocutionary act. It is what is done by uttering the words, the result of the words. Depending on the circumstances, the speakers will utter on the assumption that the hearer will recognise the effect the speakers intended. This is known as the perlocutionary effect.

Example:

With the same utterance from the illocutionary acts' explanation (*I've been waiting you for two hours.*'), the speaker has expressed his feeling so that the hearer is expected to have a reaction on what he's talking about. The perlocutionary act of this utterance is that the hearer would directly say sorry and ask him for forgiveness.

2) Searle's Classification of Speech Acts

Searle in Cutting (2002: 16) thinks that these analyses are not complete yet so there are more classifications to be made because every speech act falls into one of only five very general categories in the illocutionary acts, those are:

a) Declarations

These are words and expressions that change the world by their very utterance, such as betting, declaring, and resigning.

Example:

* *I pronounce you a husband and a wife.*

* *I sentence you to death.*

b) Representatives

These are acts in which the words state what the speaker believes to be the case, such as describing, claiming, hypothesising, insisting, and predicting.

Example:

* *It is going to be a sunny day.*

* *All men are equal before the law. (Abraham Lincoln)*

c) Commissives

These are acts in which the words commit the speaker to future action, such as promising, offering, threatening, vowing, and volunteering.

Example:

* *I'll come to your home in two weeks.*

* *I'll persuade her to get that job right away.*

d) Directives

These are acts in which the words are aimed in making the hearer do something, such as commanding, requesting, inviting, forbidding, suggesting, and so on.

Example:

* *Can you close the door, please?*

* *Do not make us embarrassed because of your attitude.*

e) Expressives

This group includes acts in which the words state what the speaker feels, such as apologising, praising, congratulating, deploring, and regretting.

Example:

* *I am so sorry to hear that, Tom.*

* *I am very delighted you could make it, Tin.*

Yule (1996:55) creates a summary of five general functions of speech acts with the features as follows:

Table 1. The five general functions of speech acts (following Searle 1979)

Speech act type	Direction of fit	S= speaker; X= situation
Declarations	words change the world	S causes X
Representatives	make words fit the world	S believes X
Commisives	make the world fit words	S intends X
Directives	make the world fit words	S wants X
Expressives	make words fit the world	S feels X

c. Types of Speech Acts in Terms of Directness

1) Direct Speech Acts

Searle in Cutting (2002: 19) says that a speaker uses a direct speech act to communicate the literal meaning that the words conventionally express. In this sense, there is a direct relationship between the form and the function.

Example:

- * I want some fruit cakes. (a declarative form)
- * Can you get me some fruit cakes? (an interrogative form)
- * Get me some fruit cakes! (an imperative form)

Based on the examples above, it can be concluded that there is a different approach to distinguish types of speech acts, and that is by the basis of structure. Thus, there are three structural forms; declaratives, interrogatives, and imperatives and they are in the communicative functions; statements, questions, and commands/requests.

2) Indirect Speech Acts

This is somehow on the contrary to a direct speech act. Still, Searle in Cutting (2002: 19) explains that an indirect speech act wants to communicate a different meaning from the apparent surface meaning; so the form and function are not directly related. There is an underlying pragmatic meaning, and one speech act is performed through another speech act.

Example:

- * Will you be here at my sister's birthday party?

The example might look simple by its structure, it shows only an interrogative form. However, if we look at a deeper meaning of words, it has the function of a request or an invitation. Thus, indirect speech acts are another speech acts which are implied more than the basis of communicative functions in direct speech acts.

d. Felicity Condition

In order for speech acts to be appropriately performed, certain felicity conditions have to be met. According to Austin in Cutting (2002:18), the felicity conditions are that the context and roles of participants must be recognised by all parties; the action must be carried out completely, and the persons must have the right intentions. While Searle in Cutting (2002:18) states that there is a general condition for all speech acts, that the hearer must hear and understand the language, and that the speaker must not be pretending or play acting. For declarations and directives, the rules are supposed to be the speaker must believe that it is possible to carry out the action because they are performing the act in the hearer's best interests.

According to Searle in Renkema (2004: 14), felicity conditions consist of four formula that illocutions must meet. They are:

1) The propositional content

In the case of “promising”, for example, the act that the speaker commits himself or herself to (the proposition) must be a future act to be carried out by the speaker himself. One cannot make a promise for someone else or promise to do something that has already been done. Yule (1996:50) also defines this as content conditions, a further content condition for a promise requires that the future event will be a future act of the speaker.

Example:

** I promise I'll be there at 5.*

Thus, the speaker knows that she carries out a future act; she will be at some place that the speaker and the addressee have talked about, and the addressee will also be there.

2) The preparatory condition

This condition concerns to those circumstances that are essential for the uptake of an illocution as the intended illocution. For example, in “promising” case, these circumstances require the content of the promise which shall not be disadvantageous to the addressee.

3) The sincerity condition

This is the condition in which the speaker must honestly be willing to fulfil the future act. For example, in a promise, the speaker genuinely intends to carry out the future promise, or for a warning, the speaker genuinely believes that the future event will not have any beneficial effects towards the addressee.

4) The essential condition

Finally, this is the condition that separates the illocution in question from other illocutions. In “promising” case, that means the speaker takes upon himself the responsibility of carrying out the act stated in the content of the promise. Or in other words, the speaker intends to create an obligation to carry out the action as promise. Thus, this essential condition combines with a specification of what must be in the utterance content, the context, and the speaker’s intentions, in order for a specific speech act to be performed.

4. Discourse

In studying pragmatics, we often hear the word ‘discourse’ and how discourse has to be analysed in result of the understanding of a certain text that is spoken or written. Nunan (1993:5) extracts discourse as language in context. Crystal (2003:25) also defines discourse as a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative. Then, Cook (1989:156) brings the definition of discourse as stretches of language perceived to be meaningful, unified, and purposive.

That means, discourse engages with the meaning shared in the pieces of discourse/texts rather than discussing texts as a technical term. Learning discourse will give wider horizon on how the speaker has to deal with the context that might happen in the surrounding situation. As what has been stated by McCarthy (1991:5), discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.

5. Context

In indirect speech acts, they constitute many dimensions associated with people or society. Context is one of them. It is an important concept in pragmatics because this focuses on the meaning of words in context or interaction and how the persons involved in the interaction communicate more information than the words they use. Nunan (1993: 7-8) says that context refers to the situation giving rise to the discourse and within which the discourse is embedded. Moreover, there are two types of context: linguistic context and non-linguistic context. The linguistic context deals with the language that surrounds the piece of discourse under analysis. The non-linguistic context deals with the discourse within. It includes the type of

communication event, the topic, the purpose of the event, the setting, the participants, and the background knowledge shared in the event.

However, Mey (1993:39-40) defines that context is more than just a matter of reference and of understanding what things are about, practically speaking. Context is also what gives our utterances their deeper ('true', but not in a philosophical sense of the word) meaning. As in the example:

It's a long time since we visited your mother.

This sentence, when it is uttered at the coffee-table after dinner in a married couple's living room, has a totally different pragmatic meaning than the same sentence uttered by a husband to his wife while they are standing in front of the hippopotamus enclosure at the local zoo. Thus, the context is also of paramount importance in assigning a proper value such phenomena as presuppositions, implicature, and the whole set of context-oriented features which were briefly mentioned.

a. Context of Situation

Hymes in Wardhaugh (1986:245-247) believes there are various factors that are involved in speaking; proposed with the name: an ethnographic framework. They are described as an ethnography of a communicative event which are relevant in understanding how that particular communicative event achieves its objectives. They are as follows:

1) Setting and scene (S)

Setting refers to the time and place, i.e., the concrete physical circumstances in which speech takes place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion. For examples: a graduation speech will have a joyful scene, while President of

USA's speeches on the inauguration will have a serious one within a designated setting.

2) Participants (P)

This has various combinations of speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified roles. For examples: a teacher-a student, a doctor-a patient, a parent-a kid, and many more.

3) Ends (E)

This refers to the conventionally recognised and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. For examples: In a courtroom, each person in that room has their personal goals they want to achieve because the court process has many participants itself, i.e., the judge, the jury, the witness, the prosecutor, the accused, and the defence.

4) Act sequence (A)

It refers to the actual form and content of what is said; the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. For example: to join public lectures, casual conversations, or even parties, each has their own sense of act sequence which if the participants want to be mingle with, they need to follow the system of language and things talked within.

5) Key (K)

It refers to the tone, manner, or spirit in which a particular message is conveyed. For examples: to be serious, sarcastic, humorous, light-hearted, or from the gesture, posture, or even deportment.

6) Instrumentalities (I)

They refer to the choice of channel, e.g. oral, written, or telegraphic, and to the actual form of speech employed, such as the language, dialect, code, or register that is chosen.

7) Norms of interaction and interpretation (N)

They refer to specific behaviours and properties that attach to speaking and also to how these may be viewed by someone who does not share them.

For examples: loudness, silence, gaze return, and many more.

8) Genre (G)

It refers to clearly demarcated type of utterance; such things as poems, proverbs, riddles, sermons, lectures, prayers, and so on. They are indeed different with casual speeches. For example: church services conduct sermons, colleges have public lectures, poets read poems, and so on.

Holmes (1992:12) proposes a concept that context shall be seen in several factors that are relevant and helpful. In any linguistic choices will generally reflect the influence of one or more on the following:

- 1) The participant: who is speaking and who are they speaking to?
- 2) The setting or social context of the interaction: where are they speaking?
- 3) The topic: what is being talked about?
- 4) The function: why are they speaking?

b. Context of Socio-cultural

Yule (1996:21-22) believes that the physical environment, or context, is perhaps more easily recognised as having a powerful impact on how referring expressions are to be interpreted. As in a hospital, there is a saying 'The heart attack mustn't be moved.' or in a dentist's office 'Your ten-thirty cancelled.' Those

examples provide some support for an analysis of reference that depends on local context and the local knowledge of the participants. It may crucially depend on familiarity with the local socio-cultural conventions as the basis for inference. Thus, reference is a social act, in which the speaker assumes that the word or the phrase chosen to identify an object or person will be interpreted as the speaker intended.

6. Speech Event

Levinson (1979a) in Levinson (1983:279) defines a speech event as a central concept of culturally recognised social activity in which language plays a specific, and often rather specialised, role. Now given that such cultural events constrain the use of language, there seem to be corresponding inference rules that operate to assign functions to utterances partly on the basis of the social situation that the talk is conducted within.

Example : *[context: in a classroom]*

Teacher : What are you laughing at?

Student : Nothing.

Surely, the interaction above if performed as the way how the teacher actually commands the student not to laugh at class.

On behalf of directness in speech acts, we already knew that it is essentially about one person trying to get another person to do something without risking refusal or causing offense. However, this type of situation does not consist of a single utterance. It is a social situation involving participants who necessarily have a social relationship of some kind, and who, on a specific occasion, may have particular goals.

A set of utterances produced in those kinds of situation, according to Yule (1996:57), is also called a speech event. It is an activity in which participants interact

via language in some conventional way to arrive at some outcome. This may include an obvious central speech act, such as “I hate it”, as in a speech event of expressing feeling, but there is also a case in which it includes other utterances that lead up to and sub-sequently reacting to that central action. Yule believes that in most cases, a ‘request’ is not made by means of a single speech act suddenly uttered. It has a speech event in it.

Example:

Manna : Hi, Annas. I’m so terrible right now.

Annas : What’s up, sist?

Manna : I can’t do this math.

Annas : Is it difficult?

Manna : Yeah, look at my face now, is it easy?

Annas : What topic is this?

Manna : Algebra, do you have a minute?

Annas : Sure.

Manna : I know you’re a genius.

The interaction above may be called as a ‘requesting’ speech event without a central speech act of request. There is no actual request from Manna to Annas to do anything. This conversation can be characterised as ‘request’ because the question ‘do you have a minute?’ as a ‘pre-request’. The response in this context is taken to be acknowledgement not only of having time available, but a willingness to help and this is not stated in any word in the interaction. The use to learn speech events in this sense is also trying to get extended forms of communication not by just looking at the surface meaning itself.

7. Speech

a. Definition of Speech

A speech is one of public speaking skills that is commonly conducted in many occasions, such as in the inauguration nights, graduation ceremony,

political campaigns, and so on. Based on Cambridge Advanced Learner's Dictionary, a speech can be defined as a formal talk given usually to a large number of people on a special occasion.

Slagell (2009:1) states that a speech is one of public speaking that has a communication interaction in the form in which the oral communication is shared with more than one listener and there is one person in the interaction who does most of the communicating. The challenges of public speaking are heightened, however, since the speaker shares meaning not only through words but also through body, voice, and visuals.

b. Speech Situation Aspects

In a communicative activity, aspects of speech situation should be taken into account. Leech (1983:13) mentions the aspects of speech situation as follows:

1) Addressers or addressees

Addressers are the other term used to refer to speakers or writers, whereas addressees refer to hearers or readers.

2) The context of an utterance

Context is any background knowledge assumed to be shared by speakers and hearers and which contributes to hearer's interpretation of what speaker means by a given utterance.

3) The goal(s) of an utterance

In Leech's view, the goal of an utterance is to talk about the intended meaning of the utterance, or speaker's intention in uttering it. The term goal is more neutral than intention because it does not commit its user to

dealing with motivation, but can be used generally of goal-oriented activities.

4) The utterance as a form of act or activity: a speech act

Pragmatics deals with verbal acts or performances which take place in particular situations. That means, pragmatics deals with language at a more concrete level than grammar.

5) The utterance as a product of a verbal act.

There is another sense in which the word ‘utterance’ can be used in pragmatics: it can refer to the product of a verbal act, rather than to the verbal act itself. This can be exemplified by ‘*Would you please close the door?*’ in different intonation. One might be described as a sentence, or a question, or a request. However, it is agreed that talking about question and sentence would be more on a technical term while utterance is more than that, it also suits the particular situation involved.

c. Classical Rhetoric Speech

The five canons of classical rhetoric, first introduced to the world in Cicero’s *De Inventione* in Porter (2001:83), are important in the organization and mastery of oral or written rhetoric, and critical to the success of modern day speeches, presentations or reports, particularly in the corporate workplace. It can be clearly seen in some examples of the work that would be subject to the utilization, for instance, in speeches, presentations, company memos, meeting outlines, mission statements, and sales or marketing reports.

The five canons discussed in this paper are Invention, Arrangement, Style, Memory and Delivery. This can be explained further as follows:

1) Invention

Invention, according to Aristotle, involves “discovering the best available means of persuasion.” It may sound simple, but invention is possibly the most difficult phase in crafting a speech or piece of writing as it lays the groundwork for all the other phases; you must start from nothing to build the framework of your piece. During this phase, the goal is to brainstorm ideas on what we’re going to say and how we’re going to say it in order to maximize persuasion. Any good orator or writer will tell us they probably spend more time in the invention step than they do any of the others.

2) Arrangement

Arrangement is simply the organization of a speech or text to ensure maximum persuasion. Classical rhetoricians divided a speech into six different parts. They are:

a) Introduction (*exordium*)

In introduction, the main goal is to announce the subject or the purpose of your speech—to persuade, to teach, to praise, to apologise, etc.

In this phase, it is crucial for assuring the success of the speech or essay. In the first few seconds, audience will determine whether the speech is worth listening to. If the speaker cannot grab their attention, he or she has lost them for the remainder of the speech.

b) Statement of Facts (*narratio*)

The statement of facts is the background information needed to get the audience up to the history of the issue. The goal is to provide

enough information for the audience to understand the context of the speaker's arguments. If the rhetoric's goal is to persuade people to adopt a certain course of action, the speaker has to convince the audience that there is a problem that needs to be addressed, for instance.

c) Division (*partitio*)

After stating some facts, the most effective way to transition into the argument is with a *partitio*: a summary of the arguments the speaker is about to make. The speaker is about to take the audience on a journey of logic and emotion, so it is better to give them an idea of where they're going, so that it will be easier to follow the speech. It can be exemplified by saying something like, "I have three points to make tonight."

d) Proof (*confirmatio*)

The main body of the speech or essay is proof. This is when the speaker will make arguments. In the proof section, he or she has to construct logical arguments that the audience can understand and follow. It is suggested to relate back to the facts that is mentioned in the statement of facts to back up what the speaker says. If the speaker is suggesting a course of action, he or she has to convince people that this certain solution is the best one for resolving the problem just described.

e) Refutation (*refutatio*)

After making a strong and convincing argument for the case, it is time to highlight the weaknesses in the argument to the audience.

This might seem surprising. At first, this way would seem to be counterproductive, however, sharing the weaknesses of arguments will actually make the speech more persuasive in two ways.

First, it gives the speaker a chance to preemptively answer any counterarguments an opposing side may bring up and resolve any doubts on the audience. Bringing up weaknesses before the speaker's opponent or audience takes the bite out of a coming counterargument. And some people will already have objections they are mulling over in their heads; if the speaker does not address those objections, the audience will assume it is because he or she can't, that the speaker has something to hide, and that the speech is just right after all.

Second, highlighting the weaknesses in the argument is an effective use of ethos. No one likes a know-it-all. A bit of intellectual modesty can go a long way to getting the audience to trust and like it, and consequently, be persuaded by what the speaker has to say. Recognising that the argument is also a weapon to gain the sympathy and trust from the audience.

f) Conclusion (*peroratio*)

The goal of conclusion is to sum up the argument as forcefully and as memorably as possible. Simply restating facts and proof won't cut it. If the speaker wants people to remember what he or she said, it is better to inject some emotion into conclusion. Perhaps the best example of an amazingly effective, emotion-filled conclusion is the finish to Martin Luther King Jr.'s "I Have a Dream" speech. His "Free at last! Free at last! Thank God Almighty, we are free at last!" still

brings tears to eyes and chills to spines, forever searing the memory of the speech in the minds of those who hear it.

3) Memory

The third canon, memory, could be a natural part of learning material on which to present, or it could be the more technical exact memorization of specific portions of speech. Memory can be utilized in a modern workplace for many outcomes, but it is particularly useful when communicating knowledge of a topic. Many times we are given a project to run, and left with only our existing knowledge and our potential to acquire new knowledge to attain the project goal. We can draw upon our memory to guide us through the project steps. Memory is as much actual recall as it is of-the-moment improvisation. Pure memorization will not always be apropos or comfortable in this type of setting. It is crucial for a speaker to be able to respond to “left-field” questions and continue with a presentation.

4) Style

When people write memos or give persuasive speeches, the focus is usually on what they’re going to write or say. While it’s important that speakers have something substantive to say, it’s also important how they present your ideas. The canon of style will help them present ideas and arguments so people will want to listen to.

The five virtues of style were first developed by two pupils of Aristotle: Theophrastus and Demetrius. The ancient Roman rhetoricians Cicero and Quintilian taught the virtues to their students and added their own spin.

a) Correctness

Correctness means speaking or writing in accordance with the rules and norms of one's language. An effective communicator uses words correctly and follows the rules of grammar and syntax. By having correct usage of the language, it will ensure clear and precise communication.

Moreover, correctly using language establishes credibility with an audience because it indicates the speaker or writer is well-educated, understands the nuances of language, and pays attention to details.

b) Clarity

To be clear and simple in making the script of the speech ensures that the message never gets lost between the speaker and the audience.

c) Evidence

For classical rhetoricians, the quality of evidence was a way to measure how well language reached the emotions of an audience through vivid description. Commonly, most people are persuaded more by emotion (pathos) than by logic (logos). One of the best ways to elicit an emotional response from people is to appeal to their physical senses by using vivid descriptions.

d) Propriety

Propriety is the quality of style concerned with selecting words that fit with the subject matter of the speech and ensuring they are appropriate for the audience and for the occasion. In short,

propriety means saying the right thing, at the right place, and at the right time.

e) Ornateness.

Ornateness involves making the speech or text interesting to listen to or read by using figures of speech and manipulating the sound and rhythm of words.

5) Delivery

The canon of delivery is concerned with how something is said. While the canon of style focuses primarily on what sort of language used, delivery focuses on the mechanics of how the speaker imparts the message. For ancient orators, delivery meant how a speaker used his body language and hand gestures and how he or she changed his tone of voice during his oration.

Mastering the canon of delivery can help a speaker establish ethos with his or her audience. Delivery can also help an orator use pathos, or emotion, to persuade. A well-placed pause or a slammed fist can elicit a desired emotion from the audience in order to make the point.

At last, rhetoric is the skill of elegant and persuasive speaking, perfected by the ancient Greeks. The Oxford English Dictionary defines it more precisely as ‘the art of using language so as to persuade or influence others; the body of rules to be observed by a speaker or writer in order that he may express himself with eloquence’. Although politicians today do not follow the original Greek rules in their strictest form, they often adopt identifiable habits of speech and observe a broader ‘body of rules’ which

govern the linguistic structures and devices which they use to increase the impact of their ideas.

8. Language and Politics

Joseph (2006) states that language interprets the reflection of the speaker's intelligence, industry, and social worthiness level of exposure or education. Interpreting language use in this way is a political act. Speakers' power and responsibility can be reflected from the linguistic-political dimension which employs language in order to achieve their aims.

While according to Thomas (2004:36), politics is concerned with power: the power to make decisions, to control resources, to control other people's behaviour and often to control their values. Politics is inevitably connected to power. The acquisition of power, and the enforcement of your own political beliefs, can be achieved in a number of ways; through physical coercion or through legal system. Many physical coercion events regarded as significant in history involve the imposition, military rule, dictatorial regimes, and many more. While other kinds of coercion are implemented in a democracy through the legal system. For example, there are laws about where you litter, about not destroying other people's belongings, about where and when you can drink alcohol. If you break these laws, you can be fined, or even arrested and imprisoned. These are all examples of political ends achieved by coercion.

However, it is often much more effective to persuade people to act voluntarily in the way you want, that is, to 'exercise power through the manufacture of consent ... or at least acquiescence towards it' (Fairclough in Thomas (2004:38), instead of continually having to arrest them for wrongdoing. To

secure power, it makes sense to persuade everyone else that what you want is also what they want. By encouraging citizens to embrace his or her goals of their own accord, any cost-conscious ruler is able to save money on armed forces and police officers. To achieve this, an ideology needs to be established: one which makes the beliefs which you want people to hold appear to be ‘common sense’, thus making it difficult for them to question that dominant ideology.

9. William Jefferson “Bill” Clinton’s Speeches



Figure 1. President William Jefferson ‘Bill’ Clinton

a. Biography of William Jefferson “Bill” Clinton

William Jefferson "Bill" Clinton (born William Jefferson Blythe III; August 19, 1946) is an American politician who served as the 42nd President of the United States from 1993 to 2001. He took office at the end of the Cold War and has been described as a New Democrat. Many of his policies have been attributed to a centrist: Third Way philosophy of governance.

His proponents contend that under his presidency the US enjoyed the lowest unemployment and inflation rates in recent history, high home ownership, low crime rates, and a budget surplus reported by The Congressional Budget Office between the years 1998 and 2000, the last three years of Clinton's presidency. They give him credit for eliminating the federal deficit and reforming welfare, despite being forced to deal with a Republican-controlled Congress.

Clinton was elected president in 1992, defeating incumbent president George H.W. Bush. As a president, Clinton presided over the longest period of peacetime economic expansion in American history. He signed into law the North American Free Trade Agreement. He implemented Don't ask, don't tell policy, a controversial intermediate step to full gay military integration. After a failed health care reform attempt, Republicans won control of Congress in 1994, for the first time in forty years. Two years later, the re-elected Clinton became the first member of the Democratic Party since Franklin D. Roosevelt to win a second full term as president. He successfully passed welfare reform and the State Children's Health Insurance Program, providing health coverage for millions of children. In the world, he successfully dispatched peace keeping forces to war-torn Bosnia and bombed Iraq when Saddam Hussein stopped United Nations inspections for evidence of nuclear, chemical, and biological weapons. He became a global proponent for an expanded NATO, more open international trade, and a worldwide campaign against drug trafficking. He drew huge crowds when he travelled through South America, Europe, Russia, Africa, and China, advocating U.S. style freedom.

However, his opponents say that Clinton cannot take credit for the economic prosperity experienced during his scandal-plagued presidency because it

was the result of other factors. In fact, they blame his policies for the financial crisis that began in 2007. They point to his impeachment by Congress and his failure to pass universal health care coverage as further evidence that he was not a good president.

Clinton left office with the highest end-of-office approval rating of any U.S. president since World War II. Since then, he has been involved in public speaking and humanitarian work. Based on his philanthropic worldview, Clinton created the William J. Clinton Foundation to promote and address international causes such as prevention of AIDS and global warming.

b. The Summary of William Jefferson “Bill” Clinton’s Apologia

1) I Misled

At that time, August 17, 1998, he acknowledged having had an "inappropriate" affair with Ms. Lewinsky. But he also harshly attacked the independent counsel in the grand jury for mounting a four-year investigation of the president. That, said political opponents and some supporters, showed a failure by Mr. Clinton to accept fully that the fault was his and that blame could not be placed elsewhere. The speech was considered insincere enough to apologise for the action he did.

2) I Have Sinned

President Bill Clinton declared sombrely on September 11, 1998 that "I have sinned," for having an affair with Monica Lewinsky. President Clinton apologised to everyone including Monica’s family — that it brought a group of clergymen to their feet.

It is a piece of hand-written speech sending a message to the people that he is sorry for everything he did to his country and his family.

In slow, measured words, he added: "I don't think there's a fancy way to say that I have sinned. It is important to me that everyone who has been hurt know that the sorrow I feel is genuine — first and most important, my family, my friends, my staff, my cabinet, Monica Lewinsky and her family, and the American people. I have asked all for their forgiveness."

He also used rhetorical questions, parallelism, and repetition to make the audience think about what they already know. In many ways, the speech included all the touchstones and evident contriteness that some advisers hoped would be in his August 17, 1998 address to the nation.

c. The Meaning of Presidential Scandals in American Life

America has gone through three eras in which presidential scandals have been part of the national political dialogue. In the era of the Civil War, it was characterized by a gossip-mongering and highly partisan colonial and early 19th century press. In the decades through World War II, the American media played down if not hid most of the scandalous conduct of the presidents.

However, propelled by the 1960s cultural revolution, the sex scandals of American politicians, celebrities and other social worthies became the cannon fodder of a headline-hungry media. Kennedy and Clinton, for instance, presidential sex scandals went from a media-hidden indulgence to an impeachable offense. Each year on Presidents' Day, a clean-up squad of Public Relation hacks, academics and media pundits is enrolled to white-wash the public record of America's great leaders.

However, the sexual exploits of Clinton and Kennedy define the post-modern media era as both were notorious philanderers. Clinton's trysts with Monica Lewinsky, Jennifer Flowers, Juanita Broaddrick and who knows how

many others became a national scandal. John Kennedy's affairs with Marilyn Monroe and Angie Dickinson; Inga Arvad, a Danish journalist; and others, have moved from scandal to presidential lore.

This seems surprising for the leaders of the powerful nation to have misconduct of their moral values. However, if we have to look at the core of the state's values, which is a liberal-democratic system; a system that upholds the essence of rights and liberty for all mankind, then we may not be surprising to see many scandals from all the time. United States of America has many scandals involving politicians, celebrities, and other important positions socially. Moreover, it becomes cultural attitude of the society. However, the case of a president having misconduct, it seems intolerable because as the one who has the highest hierarchy in the state, he or she has to be the role model for the society. Thus, if there is immoral attitude done by him or her, certain steps has to be conducted to face the scandal, for example how to apologise to the nation for not fulfilling the obligation of being a role model for the society, how to give testimony to the grand jury, undergoing investigation, clarifying to the Senate, and many more.

d. The Audience's Comments about First and Second Apologia

1) I Misled

The speech that was delivered on August 17, 1998 was analysed by Caryn James of The New York Times by saying:

Bill Clinton looked exhausted and sounded as defiant as a regretful man could in his four-minute speech last night. It was not familiar, soulful Bill Clinton who turned up, not the one who knows how to look a camera in the eye, but a far more reluctant-sounding person. But every poll in the last week had told the president that he had to make this speech, and he appeared as reluctant as if the American people had subpoenaed him.

Other commentators gave the judgment, noting that in the first apologia, Clinton sounded haggard and sounded angry (perhaps not surprising after several grueling hours of testimony).

2) I Have Sinned

In September 12, 1998, Brilliant Knowlton in The New York Times compiled the feedback addressed to the speech. Many people believed that this speech was one of the most extraordinary ever given by this or any other president.

"I can think of no comparable speech to this."

Charles Jones, a former president of the American Political Science Association

"exceptionally carefully crafted, essentially a personal solution to what has become a public problem, The fact is, the House now has a report and there is a process for dealing with that report, and it is not a matter for personal resolution by the president."

Mr. Jones, a professor emeritus at the University of Wisconsin

"It was a very powerful and moving appeal that should go far, because people are trying to balance off this need for him to show genuine repentance on one hand and take care of the nation's business on the other."

Mr. Jackson, who has met frequently with the Clinton family to help them deal with Monica Lewinsky

The clergy members interrupted him then with 15 seconds of applause. When he concluded his comments, they stood and applauded loudly for nearly a minute. Afterward, some of the 100 ministers, rabbis and other clergy present praised the president for what they said seemed to be heartfelt penance.

"He couldn't be more contrite, anybody who couldn't see that has another agenda altogether."

The Reverend Fred Davie of the First Presbyterian Church in Brooklyn, New York

"I love this man. I've been surprised how unforgiving religious leaders seem to be. I want to see him continue what he's started. He's good for America."

Rabbi Edward Cohn of Los Angeles

10. American Social Issues in 1993-2001

a. International Relation Issues

In the 1990's the United States played the role of world policeman, sometimes alone but more often in alliances. The decade began with Saddam Hussein's invasion of Kuwait and the resultant Gulf War. In 1993, war was in the African country of Somalia, as television images of starving children led to an attempt to oust the warlord, General Mohamed Farrah Aidid. By September, 1994, the U.S. was once again sending troops to a foreign country to overthrow a military dictatorship, this time in Haiti. In 1996 about 20,000 American troops were deployed to Bosnia as part of a NATO peace keeping force. In late March 1999, the U.S. joined NATO in air strikes against Yugoslavia in an effort to halt the Yugoslavian government's policy of ethnic cleansing in its province of Kosovo.

The decade was to end much as it began with U.S. forces deployed in many countries, and the U.S. playing arbitrator, enforcer, and peace keeper throughout the world. Clinton also applied 'don't ask don't tell' policy; it is a policy made for hiding sexual preferences for those who work in military force to prevent slightly future harm inside the military units.

b. Political Issues

In 1994, the Republican congressional took over the parliament after 40 years struggling. The Silent Majority, Reagan Democrats, and the south finally switched political sides at the ballot box. The public perceived Bill Clinton as an incompetent, out-of-touch tax and spend liberal. They overwhelmingly opposed health care reform and continued to worry about deficits. As a result, the G.O.P. gained 54 seats in the House of Representatives and 8 Senate seats. Adding insult to injury, Democratic office holders began switching parties. The G.O.P. congress

eventually forced welfare reform and a balanced budget upon the president. In fairness, President Clinton could never have balanced a budget with the neo-left controlling the House of Representatives.

Before Oklahoma City's bombing case in 1995, people considered Bill Clinton a one-term failure. Reporters even questioned his relevance. Clinton worked an amazing comeback using the Republicans as a foil. He portrayed the G.O.P. as extremists and positioned himself against the Republicans. He vetoed welfare reform declaring it extreme and then later signed it into law much to the chagrin of his base. Clinton shut down the government and then blamed the Republicans. Clinton took positions to the left of the Republicans, but comfortably right of his own party. As a result, he appeared the adult. By early 1996, he placed himself in a good position to win re-election.

c. Economical Issues

The booming economy led to record low unemployment. Minimum wage was increased to \$5.15 an hour. The stock market reached an all time high as individuals learned to buy and trade via the internet. Americans enjoyed the country's affluence by travelling more (up 40% since 1986), by revelling in sporting events such as the Atlanta Summer Olympics -1996, and by "consuming" as never before. The world is moving from trade among countries to a single economy for all countries, proven with a treaty to have free trade area among United States, Mexico and Canada. America faced the new millennium with an open, diversified society, a functioning democracy, a healthy economy, and the means and will, hopefully, to face and overcome its problems. It is proven with the facts that the numbers of people who are unemployed was only 5.8 million, or 4.2% (September 1999), and national debt that was only \$3.830 Trillion

(1997) with average salary: \$13.37/hr (1999), teacher's salary: \$39,347 (1998), which means also minimum wage at \$5.15/hr (1997) and longer life expectancy; for male 73.1, and female 79.1(1997).

d. Socio-cultural Issues

In the urban centres of the developing world, there are signs of the international youth culture almost everywhere. So enthusiastically United States of America swapped food, music, and fashion that a new universal international lifestyle emerged. This lifestyle also affect the needs for people to consume a very well-known brand. Among the world's forty best-known brands are Coke, IBM, Sony, Porche, McDonald's, Honda and Nestle. According to a survey of 3,000 consumers conducted by John Diefenbach, CEO of Landor Associates in nine countries, "world's first true world brand" were seventeen of the forty were U.S. companies; fourteen European; and nine Japanese.

The most important factor accelerating the development of a single global lifestyle is the proliferation of the English language. Language is a great agent of homogenization; it is the frequency on which culture is transmitted. However, just as English becomes the universal language, there is a backlash against that same universality. People are insisting on keeping traditional languages and cultures alive. This is not discouraging people, though, as they consider that English is not substituting but only supplementing the people's languages.

B. Previous Research Finding

There are many studies in analysing speech pragmatically. One of them is the research conducted by Fira Khasanah Ardiana, a *Sarjana Pendidikan* degree student of English Education Department of State University of Yogyakarta, in 2009 entitled "A Pragmatic

Analysis of Speech Acts in Smallville TV Series Season 4”. She used Searle’s theory of Speech Acts as the basis of the analysis of the study. She analysed the types of speech acts found in the four series of Smallville. The study reveals the numbers of speech acts brought by Searle.

Another study about speech acts, which does not only discuss about the existence of speech acts but also their relation with another language phenomenon, is the study conducted by Indra Ismawan H., a student of English Education Department of State University of Yogyakarta, in 2009 entitled “A Pragmatic Analysis in Basketball Jargon”.

Those two previous researches about a pragmatic analysis are similar to this research because they analysed the speech acts. What makes this research is different with those two studies is the intention of the research. Instead of enlisting the speech acts happening in the two apology speeches, this study is conducted to explain more on the presence of rhetorical speech itself, to explain the arrangement of the speech and how there has been transition from the first to the final apology speech delivered by President Clinton in the time of Lewinsky Scandal that could bring the emotional impacts to the society. This research also analyses how the attitude of President Clinton has changed prominently represented by the final apology speech.

C. Conceptual Framework and Analytical Construct

Based on the explanation in the literature review, this study is conducted to classify two apology speeches delivered by President Clinton on Lewinsky Scandal, *I Misled* and *I Have Sinned*. The researcher starts with figuring the speaker’s meaning that can be portrayed through context and language use. In the context of the speeches, this study deals with context of situation and context of socio-cultural. In the language part, this research deals with the data in the form of classical rhetoric. Classical rhetoric has five

canons that are important in organising speeches, they are invention, arrangement, memory, style, and delivery. However, this study analyses further in the arrangement part which happens to be an introduction, a statement of facts, a division, a proof, a refutation, and a conclusion. The two speeches are also analysed further to the scopes of pragmatics that consist of deixis, cooperative principles, speech acts, implicature, and presupposition. In the speech acts part, the analysis of the two speeches is broken down into the acts of locutionary, illocutionary, and perlocutionary. The research focuses on the basis of locutionary and illocutionary acts. In the locutionary acts, the factors that influence the two speeches can be like word choice, functional grammar, and many more. In the illocutionary acts, the researcher breaks down the acts based on Searle's classification. The illocutionary acts are divided into the basis of the speaker's intention in the idea of representatives, directives, commissives, expressives, and declarations. Based on the conceptual framework, the analytical construct of this study is illustrated in Figure 2:

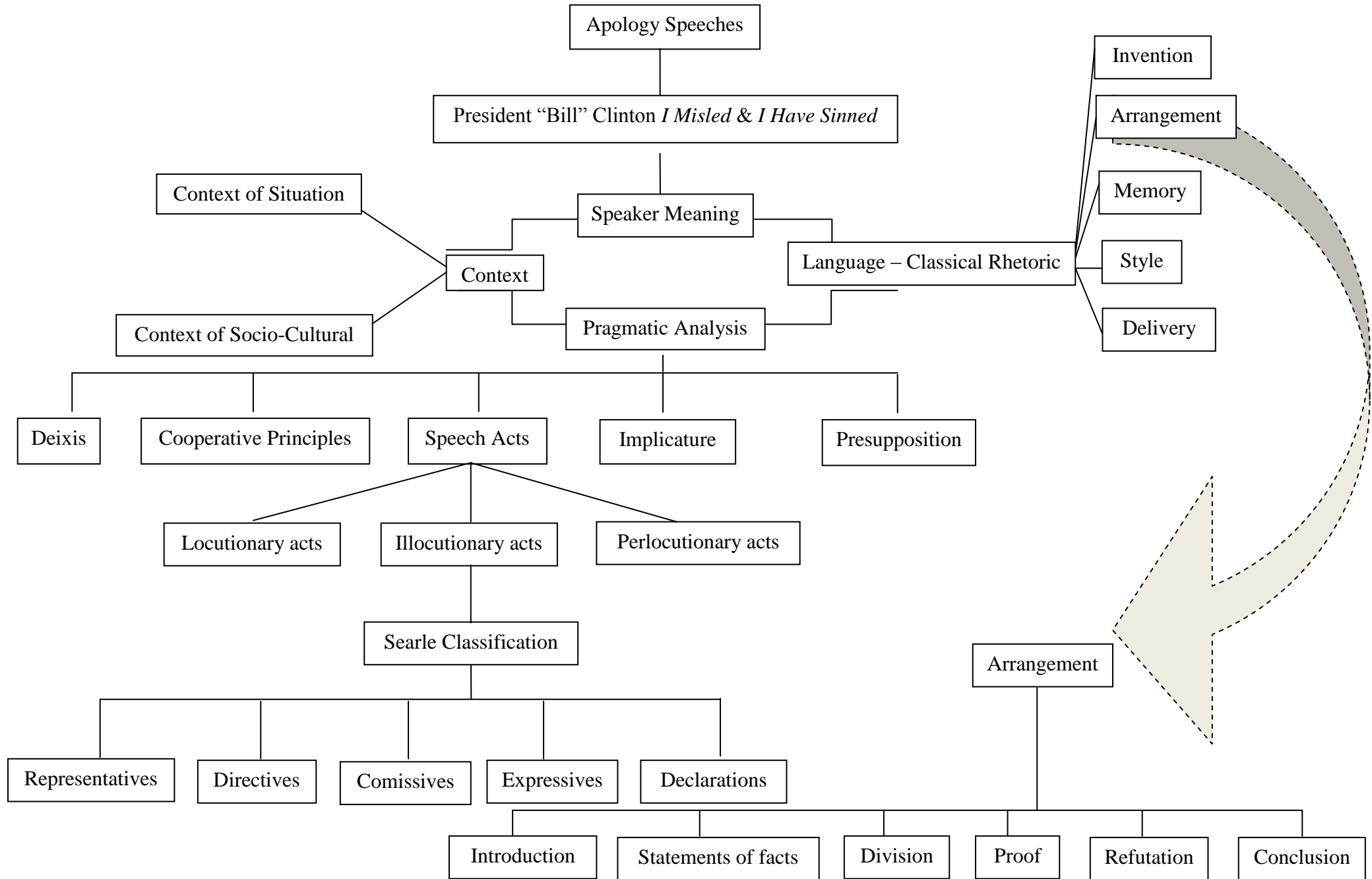


Figure 2. The analytical construct of the analysis in President Clinton's apology speeches *I Misled and I Have Sinned*

CHAPTER III

RESEARCH METHOD

A. Research Design

This study applied a descriptive-qualitative research. It describes the phenomenon of language use in its context and also interprets the data. A qualitative approach intends knowledge to be within perceptions and interpretations of the individual. Djajasudarma (1993:9) defines qualitative research as a certain tradition in social science which fundamentally depends on the person and his surrounding through his language. Moreover, Surachmad (1994:147) states that descriptive research is a method that deals with the possibilities to solve an actual problem by collecting, classifying, analysing, and interpreting data.

Thus, this type of research seeks to describe or explains why a phenomenon happens by doing data collection, classification, analysis, and interpretation on that phenomenon itself. It does not deal with numeric data or variable and its relationship. This research concerns with providing a description of phenomena which occurs naturally without any intervention. In conclusion, this study focused on finding the types of speech acts based on Searle's classification, finding the context of situation influenced by, and explaining the arrangements of classical rhetoric in two apology speeches of President Clinton in Lewinsky scandal.

B. Data Preparation

1. Object of the Research, Data and Source of Data

The object of this study was all utterances spoken by William “Bill” Jefferson Clinton in his two apology speeches during Lewinsky scandal. The data are in the form of words, phrases, utterances, and discourse uttered by him in the speech. The source of the data is the videos of two apology speeches of William “Bill” Jefferson Clinton in August 17 and September 11, 1998 which were retrieved from <http://www.youtube.com/watch?v=7r4e5Wg4PDI> and <http://www.c-spanvideo.org/program/HousePray> and another supporting source, the transcripts of the speeches which were retrieved from <http://www.historyplace.com/speeches/clinton.htm> and <http://www.historyplace.com/speeches/clinton-sin.htm>.

2. Research Instrument

Bogdan and Biklen (1982:27) propose that a qualitative research involves the researcher himself/herself as the key instrument. Because the primary instrument is the researcher him/herself, there is a close association with both participants and activities within the settings. It becomes one of the strengths of qualitative approach because it allows the researcher to see and document the qualities of interaction. As the first instrument, the researcher has the role of planning, collecting, analysing, and reporting the research finding. A set of Clinton’s speeches, the speech transcripts, and the data sheets were also

employed as supporting instruments. The form of data sheets can be seen as follows.

Table 2. The data sheets of the findings of kinds of speech acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*

No	Code	Data	Context	Illocutionary					Function
				REP	DIR	COM	EXP	DEC	
1	SP/01/0:08-00:15								

Notes :

SP : speech

01 : number of data

00:08-

00:15 : minute

REP : representative

DIR : directive

COM : commissive

EXP : expressive

DEC : declaration

Table 3. The data sheets of the findings of arrangements presented in President Clinton's apology speeches *I Misled* and *I Have Sinned* so as to describe the context of situation of USA in 1993-2001

No	Code	Data	The Arrangements of Classical Rhetoric Speech					USA Social Issues in 1993-2001				Notes
			IN	SF	DV	PR	RF	IR	PC	EM	SC	
1.	AR/1/00:08-00:15											

Notes:

AR : arrangements

1 : number of data

00:08-00:15 : minute

IN : introduction

SF : statement of facts

DV : division

PR : proof

RF : refutation

IR : international relation issues

PC : political issues

EM : economical issues

SC : socio-cultural issues

C. Techniques of Data Collection

The researcher undertook some steps during the data collection: watching the videos of the speeches, finding their transcripts, making data sheets, and categorising. The researcher collected documents to do an in-depth learning process and interpretations from the researcher. This technique of collecting data was a non-interactive technique because it did not involve the researcher interacting with subjects who were being studied. The steps that the researcher took while collecting the data collection were:

1. retrieving the videos of the speeches which will be the source of the data from <http://www.youtube.com/watch?v=7r4e5Wg4PDI> and <http://www.c-spanvideo.org/program/HousePray>;
2. retrieving the two apology speeches' transcripts from <http://www.historyplace.com/speeches/clinton.htm> and <http://www.historyplace.com/speeches/clinton-sin.htm>;
3. watching and re-watching the video to find the relevant data;
4. identifying the words, phrases, utterances, or discourse in the interview with a support of the transcript;
5. recording the data into the data sheet; and
6. analysing the data.

D. Techniques of Data Analysis

The data analysis in this reseach was divided into several steps:

1. identifying the speech and selecting it as data after watching and rewatching the video comprehensively;
2. classifying the data into raw data that further it was categorised based on the data sheets provided;
3. classifying the kinds of speech acts in the speech video based on Searle's;
4. analysing context of situations involved and explaining the arrangements of classical rhetoric in the two apology speeches of President Clinton on Lewinsky scandal; and
5. drawing conclusions after making the written report of the analysis.

E. Data Trustworthiness

Moleong (2007:173) asserts that the criteria to check the data include credibility, deendability, conformability and transferability. This research was principally using credibility, dependability and conformability as to check the trustworthiness of the data. To deal with credibility of the data, the researcher presented deep and detail information of the data so that the data could be considered credible. While to check on dependability, the researcher read and re-read the data, examined the process of data collection and data analysis by matching the research questions with the results of data collection. In conformability, the researcher aimed to measure whether the data findings and its interpretation were truly based on the obtained data. The researcher also used a triangulation technique to

achieve the conformability by consulting the data to students of linguistics in English Education Department, also to other major lecturers. Also, the researcher consulted the data with some articles, journals, books, peer reviewers, and other sources/researchers which were relevant to the study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. Those are research findings and discussion. The findings section provides the data findings of the kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned* and the data findings of the arrangement of President Clinton's rhetoric speech which picture American Social Issues in 1993-2001. After that, the data findings are discussed deeply in the discussion section. The discussion section breaks down the data findings into details and more elaboration on the speech acts itself.

A. Findings

1. The data findings of the kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*.

The first data findings are related to the kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*. Searle's classification of speech acts in terms of illocutionary acts consist of five categories. They are representatives, directives, commissives, expressives, and declaratives. The researcher found 4 kinds of speech acts for each script of President Clinton's apology speech, i.e. representatives, directives, commissives, and expressives. Those are

classified by the researcher in the form of tables as shown in Table 4 and Table 5.

Table 4. The data findings of the kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Misled*

No.	Classification of Speech Acts	Illocutionary act	Frequency
1.	Representatives	1. Convincing 2. Admitting 3. Protesting 4. Blaming 5. Insisting 6. Refuting 7. Opening	17 5 4 3 3 1 1
Total			34
2.	Directives	1. Persuading 2. Requesting 3. Demanding	5 3 2
Total			10
3.	Commissives	1. Warning 2. Promising 3. Threatening	10 4 2
Total			16
4.	Expressives	1. Regretting 2. Apologising 3. Greeting 4. Loving 5. Thanking	5 2 2 1 1
Total			11
Total of illocutionary act occurrences			71

Table 5. The data findings of the kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Have Sinned*

No.	Classification of Speech Acts	Illocutionary act	Frequency
1.	Representatives	1. Convincing 2. Admitting	20 5

		3. Describing 4. Insisting 5. Opening	2 1 1
Total			29
2.	Directives	1. Persuading 2. Requesting 3. Suggesting 4. Motivating 5. Demanding	15 5 3 3 2
Total			28
3.	Commissives	1. Promising 2. Warning	5 1
Total			6
4.	Expressives	1. Thanking 2. Regretting 3. Apologising 4. Greeting 5. Loving	8 4 4 3 1
Total			20
Total of illocutionary act occurrences			83

Table 4 and Table 5 show there are four kinds of speech acts employed by President Clinton in delivering his apology speeches entitled *I Misled* and *I Have Sinned*. However, declaratives was not performed by him. Moreover, the results also give different occurrence happening in each category of speech acts' classification in terms of illocutionary acts. In President Clinton's speech *I Misled*, the table points out that the common speech acts in the speech was representatives. Representatives are those kinds of speech acts that represent the state of what the speaker believes in and what the speaker does not. The kinds of illocutionary act in representative form based on the level of occurrence were convincing, admitting, protesting, blaming, insisting, refuting, and opening. Convincing

is the most often to be performed in the first apology. In President Clinton's speech *I Have Sinned*, the table points out that the common speech acts in the speech was also representatives. However, the difference occurred in the kinds of illocutionary acts performed by the speaker. Based on the level of occurrence, those acts were convincing, admitting, describing, insisting, and opening. Prominently, protesting, blaming, and refuting were not performed as the speaker did in the first apology *I Misled*.

On the second level of data findings based on the rank of speech acts' classification, the speaker also often performed commissives in the first apology. It is believed that commissives were performed by the speaker as the speaker committed himself to some future action. The kinds of illocutionary acts performed based on the level of occurrence were warning, promising, and threatening. Warning is the most often to be performed by the speaker. Conversely, in the second apology *I Have Sinned*, the speaker was rarely performing commissives. Even if when the speaker performed commissives, the most often to be used in terms of illocutionary act was promising. Table 5 points out that the second-rank common speech acts performed by the speaker in *I Have Sinned* was directives. Directives are those kinds of speech acts that the speakers use to get someone to do something. The forms of directives based on the level of occurrence were persuading, requesting, suggesting, motivating, and demanding. Meanwhile, the forms of directives performed in the first apology *I Misled* were also

persuading, requesting and demanding. Persuading is the most often to be performed in the form of directives by him through all his apology speeches.

The two tables give the same data findings on the third rank of occurrence in the form of expressives. Expressives are those kinds of speech acts that represent the feeling of the speakers. In *I Misled*, illocutionary acts based on the rank of occurrence were performed in regretting, apologising, greeting, loving, and thanking. Regretting is the most often to be performed by the speaker. Meanwhile, in *I Have Sinned*, the speaker performed more varied feeling of thanking, regretting, apologising, greeting, welcoming, and loving. Thanking is eventually the most to be carried out by President Clinton as an expression of his gratitude towards his fellow citizens for their endless care.

2. The data findings of the arrangement of President Clinton's classical rhetoric speech presented in apology speeches *I Misled* and *I Have Sinned*.

The next data findings are related to the arrangements of classical rhetoric speech presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*. There are introduction, statement of facts, division, proof, refutation, and conclusion. The researcher found significant difference in section proof between two apology speeches delivered by President Clinton. Those are classified in details by the researcher in the form of tables as shown in Table 6 and Table 7.

Table 6. The data findings of the arrangement of President Clinton's classical rhetoric speech presented in the apology speech *I Misled*

No.	Arrangement	Frequency
1.	Introduction	4
2.	Statement of Facts	6
3.	Division	1
4.	- Common Proof - Defensive Proof	7 5
Total Proof		12
5.	Refutation	5
6.	- Common Conclusion - Defensive Conclusion	7 1
Total Conclusion		8
Total of arrangement occurrences		36

Table 7. The data findings of the arrangement of President Clinton's classical rhetoric speech presented in the apology speech *I Have Sinned*

No.	Arrangement	Frequency
1.	Introduction	5
2.	Statement of Facts	8
3.	Division	2
4.	Proof	13
5.	Refutation	3
6.	Conclusion	12
Total of arrangement occurrences		44

The tables above show a division of the arrangement used in apology speeches delivered by President Clinton entitled *I Misled* and *I Have Sinned*. Both showed almost the same quantity of occurrences in each part of the arrangement. However, what make them different lays on the content. In *I Misled*, proofs were presented a lot by the speaker, however there were 5

proofs showing a lot of self-defense for the speaker himself instead of giving more elaboration on apology purposes. On the contrary, *I Have Sinned* gave more elaboration on its proof, showing the purpose of apologising. Further details are presented in the discussion section.

B. Discussion

1. The kinds of speech acts in terms of illocutionary acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*.

Based on the findings, there are 4 illocutionary acts. They are representatives, directives, commissives, and expressives. In the two apology speeches, representatives is the most dominant act. On the other hand, declaratives is the minor act ever.

a. Representatives

In *I Misled*, out of 71 occurrences, representatives appear in as many as 34 acts. They are in the form of convincing, admitting, protesting, blaming, insisting, refuting, and opening. While in *I Have Sinned*, representatives come out 29 times from a total of 83 occurrences by doing convincing, admitting, describing, insisting, and opening. Furthermore, he eliminated protesting, blaming, and refuting acts significantly. This specific illocutionary act is delivered to achieve the purpose of stating what the speaker believes to be the case or not.

1) Convincing

The purpose of convincing is to ascertain people that something is really the case. This illocutionary act was delivered by President Clinton in *I Mised*, as in the example below:

*Still, I must take complete responsibility for all my actions,
both public and private.*
(SP/04/00:27-00:31)

In data (SP/04/00:27-00:31), it can be seen that the sentence is well-constructed. However, forming a good sentence is not always an ultimate situation that shows whether the speaker has succeeded in delivering the speech. When the speaker is demanded to share the message or information, that person has to deeply consider the meaning perceived by the audience that comprise followers, opponents, and public as well. Moreover, the meaning of a sentence will be received differently depending on the nature of the audience.

In the example above, the message was targeted for his followers, opponents and public. It was believed that he would like to convince them that he was responsible for all his actions that were not appropriate in the situational context before and after the scandal being exposed.

In that time in America, it was believed that President Clinton faced so many problems regarding the issues not

only about his sexual affair with Ms. Lewinsky, but also he faced so many complaints about national security at the same time that was creating social unrest among American citizens. Those conditions did not create serenity instead of creating social distrust. American citizens believe that lying is not forgiven by norms, they hate lies when especially it is about their leader whom they love and trust.

That is why President Clinton tried to work more on word choice. It is believed that a great speaker also needs to pay attention on what to say and how to say words. As for example in the sentence above, President Clinton used *still* to urge the hearers to believe that although he was a president, there was no such a thing called as a prosecution immunity when there was a certain issue that arouse, especially when the issue hurt society's trust. So, to create more urgency, President Clinton also tried to say that it was a *must* for him to take complete responsibility whether it was public or private matter. He would like to show his responsibility for his misbehaviour that has affected his people, moreover his beloved family.

Still, the convincing message above in *I Misled* was somehow lacking in terms of embracing the audience's hearts. Although President Clinton tried to convince people,

but it rather sounded a bit arrogantly that he would take any responsibility attached to him. That sentence was just not right, and so he stood back to deliver his apology in *I Have Sinned* and to convince all by saying:

First, I want to say to all of you that, as you might imagine, I have been on quite a journey these last few weeks to get to the end of this, to the rock bottom truth of where I am and where we all are.
(SP/44/01:01-01:19)

Datum (SP/44/01:01-01:19) which was expressed in such a way that includes face expression, arrangement of tones, and intonation choice was believed made to convince the audience. President Clinton chose the words such as ... “as you might imagine” as the expression of how tough his life was. By this, he would like to bring a nuance to the society that it was better to be imagined instead of facing it in reality.

He also mentioned ... “I have been on quite a journey these last few weeks” to describe his rough days of running the presidency with so many things accused on him. He surely did not choose the words like “I have very hard days in my life” or “I’m getting busy because of the rumors” because he knew what he had to do in that case, especially when the rumors were revealed correctly. That was why President Clinton also chose the phrase *to the rock bottom truth of*

where I am and where we all are to show that what he would like to say was actually very hard. But still, he had to say it so that everything would be revealed true without lies.

President Clinton surely felt so weak to stand for a couple of weeks in his position with so many hurdles before him. However, spotting his weak feeling was actually creating a more convincing situation to his followers, opponents, and public that he really deplored for what he had done, for breaking his country's oath. He gave more spaces for society to decide from their deepest feelings. He succeeded to get public attention by effectively embracing their nature as human beings. In conclusion, President Clinton did a better job in convincing his fellow citizens in his second apology speech entitled *I Have Sinned*.

2) Admitting

The purpose of admitting is to agree on something that is true even though, sometimes, it is an unwilling truth. By those speeches, President Clinton also tried to represent what he stood for on the ground of the scandal. Below is one example of an expression which was made for that purpose.

Indeed, I did have a relationship with Ms. Lewinsky that was not appropriate. In fact, it was wrong.
(SP/08-09/00:49-00:56)

In the data (SP/08-09/00:49-00:56), the message is also targeted for his followers, opponents and public. He admitted that he did a mistake that should not be done. In another perspective, he also tried to gain a sympathy to achieve his goal, that at the end, the public can be convinced through his humble confession that this mistake was in any way just a human one.

President Clinton chose the word *indeed* not by coincidence. He would like to emphasise that what had been rumored by people was true and he admitted that his behaviour was really wrong. Thus, the word *indeed* was used to clarify what had been alleged by media and society.

President Clinton also chose to call Monica's name by saying *Ms. Lewinsky* because he would like to do two things, that he wanted to keep the distance of his previous relationship with her, and that he also still wanted to respect her in any condition.

Moreover, he mentioned his confession about his wrongdoing by saying ... "that was not appropriate. In fact, it was wrong." That means President Clinton felt that his confession on this scandal was not enough, that was why he added by saying that all that he confessed was a wrong action to do because it violated the essence of many things, such as

the essence of being a president, the essence of being a head of a family, and many more.

However, that sentence was not felt by American people as contrite enough. They thought that he only said that because it was his obligation to admit, not sincerely admitting. Moreover, they thought President Clinton tried to keep hiding his relationship with Monica Lewinsky by always denying his affair even to the press in a year of spreading rumor yet investigation upfront, in 1997. In fact, the independent council investigation led by Kenneth Starr had gone through many testimony moments from many people related with President Clinton. Until to that point, American citizens saw those things as blur direction on how they still could trust their leader.

As many people felt disappointed with *I Misled*, President Clinton made it more sincere by admitting in a sadder tone of his speech in *I Have Sinned*, saying that:

I agree with those who have said that in my first statement after I testified I was not contrite enough. I don't think there is a fancy way to say that I have sinned.
(SP/45-46/01:23-01:36)

The example above, based on data (SP/45-46/01:23-01:36), strongly erased the stigma planted in people's minds about how insincere he was. He showed how he extremely did a huge and fatal mistake as a president of the United States by

stating ... ” I don’t think there is a fancy way to say that I have sinned.” Having an extra-marital affair was not the norms of American people. Surely, when President Clinton tried to settle his sentence in a humble apology, the people knew that this was what they needed, to hear their president admitting sincerely, because Americans were aware that hiding the truth was somehow hurting more than revealing even if it hurt many parties involved. Thus, the act of admitting was more accepted in *I Have Sinned*.

3) **Protesting**

Protesting is just the way the speaker says something forcefully or complain about something. It is practically when the speaker disagrees on something. There is a situation when President Clinton stated his implicit meaning of protesting in his speech *I Misled*. Here is the example:

*The independent counsel investigation moved on to my staff
and friends, then into my private life.*
(SP/20/02:21-02:27)

In data (SP/20/02:21-02:27), it looked like President Clinton tried to gain sympathy from his followers by giving a proof that there had been an investigation that was going on too much done by Kenneth Starr investigation team. This team was also dealing with Clinton’s family investigation towards the scandal of Whitewater in 1994. Whitewater

scandal is the case of President Clinton, his wife Hillary Clinton and their associates Jim and Susan McDougal putting an investment to real estate. It was a failed project between the 1970s-1980s. The Starr team, however, had only found McDougal as guilty but not Clinton's family because of insufficient evidence related to the land deal.

It was also believed that President Clinton tried to protest the independent counsel investigation because of the team's movement that had intervened the life of his staffs, friends, and family. The protest was strengthened more in his other act in *I Misled*, as shown below:

Even presidents have private lives.
(SP/28/03:11-03:15)

In data (SP/28/03:11-03:15), it was strongly seen that President Clinton chose the word *even* to emphasise the intention why he said that. President Clinton had been too much disturbed by the investigation and the media exposing his misbehaviour in many cases including Lewinsky scandal. In the sentence above, instead of protesting, President Clinton also tried to warn his society not to interfere his life because he is also a human that needs human space. Thus, he performed this sentence in the way that he tried to be too defensive on his stance which made American citizens found this apology, *I Misled*, sounded so haggard.

4) Blaming

Blaming is the other form of representing someone's state in a certain case. It is to say or think that someone or something did something wrong or is responsible for something bad happening. The example is below:

While my answers were legally accurate, I did not volunteer information.
(SP/07/00:43-00:48)

President Clinton tried to imply the meaning in this declarative sentence. In accordance with the previous sentence, the sentence above was the answer of doubt so far regarding with testimony that was given back in the grand jury trial. However, it was believed that President Clinton also put a blame to his opponents and his society as they put so much doubt on his clarification upon the grand jury testimony.

Based on the situation of that time after the case of Lewinsky broke, interviews had been done for setting up a certain clarification. However, President Clinton continued to hide the affair, even he disregarded his close friend, Dick Morris as his political consultant who had suggested to tell the truth. So, in the end, it turned out to be the most exhausting process of creating draft on Lewinsky's scandal,

because President Clinton kept lying and put the blame on others.

In this case, the act of blaming in *I Misled* was actually not necessary to be brought up because it even gave more misunderstanding to his people who trusted him. He did too much self-defense proving that even the sound of denials showed more intention to hide the truth itself. Moreover, President Clinton chose the phrase *I did not volunteer information* that showed more intention to hide the affair because it meant that he would not tell any information related with the scandal.

5) **Insisting**

Insisting is the act of stating or demanding in a forceful way. It is what the speaker believes that something is the case or not, too. The example is below:

*Now, this matter is between me, the two people I love most -
my wife and our daughter - and our God.*
(SP/23/02:41-02:49)

In the sentence above, President Clinton delivered the message of insisting people (his opponents and the public) not to interfere his private life. It had been a disaster for his family if this news always pushed him through a bitter fact. Thus, it was also clear that he gave a warning for the opponents and the public (the media) that he was too tired of

the scandal itself and asked them to turn away from this spectacle to move on. However, the data (SP/23/02:41-02:49) showed how President Clinton was very closed with the public which made the public began to think that President Clinton was evading society's response.

However, from the example above, the audience might see the sight of him as a religious person because he mentioned the name of God. It is believed that, indeed, no matter how sinful you are, you always come back to your Almighty Creator for confessing every sin you did.

While in *I Have Sinned*, President Clinton only mentioned an act of insisting his people to listen to what he would like to read by stating as in the example below:

I would like to read it to you:
"Now is the time for turning. The leaves are beginning to turn from green to red to orange. The birds are beginning to turn and are heading once more toward the south. The animals are beginning to turn to storing their food for the winter. For leaves, birds and animals, turning comes instinctively. But for us, turning does not come so easily. It takes an act of will for us to make a turn. It means breaking old habits. It means admitting that we have been wrong, and this is never easy. It means losing face. It means starting all over again. And this is always painful. It means saying I am sorry. It means recognizing that we have the ability to change. These things are terribly hard to do. But unless we turn, we will be trapped forever in yesterday's ways. Lord help us to turn, from callousness to sensitivity, from hostility to love, from pettiness to purpose, from envy to contentment, from carelessness to discipline, from fear to faith. Turn us around, O Lord, and bring us back toward you. Revive our lives as at the beginning, and turn us toward each other, Lord, for in isolation there is no life."

(SP/71/07:24-09:05)

In the example above, it was clearly seen that President Clinton tried his best to make people convinced that he would do a better life than that time, he would change his attitude, his way of life, and many more. It was because he believed that God had led the way to change.

The beauty of the words came as well as insisting people to believe so. President Clinton had made himself as a truly religious person and that was what his society wanted, to lead the nation with something to believe. Moreover, the society was buying his words more in *I Have Sinned* because he gave himself out to the public so the public can judge him by themselves. He always spread the idea of humanity, how being a human has values, and that values are just universal, like to forgive, not to hate, and many more.

6) Describing

The purpose of describing is to give a further explanation about how something is like to be believed by the speaker.

Here is the example:

It is an unusual and, I think, unusually important day today.
(SP/40/00:23-00:26)

In *I Have Sinned*, President Clinton tried so hard to describe that he really has a hard time, as well as how hard the society faces the truth about its president. This time, the

speaker said that the situation at that time when he delivered the speech was a special and important day, a day to tell the truth, a day to which American society looked forward. That was why he stated that *it is an unusually important day* for everyone. Later, in *I Have Sinned*, he admitted that the previous speech in *I Misled* had nothing to impact the society's judgment upon him.

7) Refuting

Refuting is when the speaker says or proves that a person, statement, opinion, or anything is wrong or false. It is a form of showing the weakness of the speaker itself or others'.

There is an example of how President Clinton refuted:

It constituted a critical lapse in judgment and a personal failure on my part for which I am solely and completely responsible.
(SP/10/00:57-01:04)

In data SP/10/00:57-01:04, there was a message that President would like to deliver. He would like to make the public believed that he did a wrong thing and that must be his own failure. He wanted to say that because as the speaker, the arguments were made not always about being true, but being false was the other way to make an argument much closer to the audience itself, to gain the public's attention was one of many things to do refuting. That was why president

Clinton stated *I am solely and completely responsible* to emphasise his willingness to take care of his wrongdoing in the scandal.

8) Opening

As the speech starts, there is always an opening that has a goal to embrace the audiences so they would like to listen. Here is the opening in *I Misled*:

Good evening.
(SP/01/00:06-00:07)

And this is the example of opening in *I Have Sinned*:

*Welcome to the White House and to this day to which Hillary
and the vice president and I look forward so much every
year.*
(SP/38/00:03-00:13)

Comparing these two apology speeches, in *I Have Sinned*, the opening was much welcoming and heart-warming. The difference of the opening in these two apology speeches happened because once in *I Misled*, it was formally delivered on national broadcast and in the situation of turmoil after President Clinton was being testified under oath before the grand jury, his tone and gesture were just so stiff, precise, and serious, moreover it was haggard and plain, while *I Have Sinned* was the speech that was conducted along with the Breakfast Prayer in the White House that was attended by many invited guests as well, and in the that terms, President

Clinton had redeemed his explosive defense, he had made a change of attitude in his second apology.

b. Directives

Directives are acts in which the words are aimed in making the hearer do something, such as commanding, requesting, inviting, forbidding, suggesting, and so on. In *I Misled*, out of 69 occurrences, directives only appears 10 times consisting of the act in persuading, requesting, and demanding. While in *I Have Sinned*, out of 83 occurrences, it was performed 28 times with more acts in persuading, also with the act of requesting, suggesting, motivating, and demanding.

1) Persuading

It is the act of making someone do or believe something by giving them a good reason to do it or by talking to them and making them believe it.

It was very clear if President Clinton did more in *I Have Sinned* because the attempt to persuade and convince the audience in *I Misled* was not sufficient to make the audience believed that he was sorry. It was because what was delivered in *I Misled*, persuading was keeping up with the act that was not appropriate for apologising, such as insisting, protesting, blaming, threatening, and warning. He always

expressed his disappointment for the independent counsel investigation team who always came and investigated his life. While in *I Have Sinned*, eventhough there were acts of insisting and warning, they were not for the aim of self-protection but more, he sincerely apologised, proven in the expressives part. There were more attempts from President Clinton to say that he regret his first apology speech and he also felt much sorrow for his misconduct.

This is an example of persuading:

I misled people, including even my wife.
(SP/13/01:25-01:29)

In the example above, the message implied in this well-formed sentence was how President Clinton persuaded his people that what he did was something embarrassing yet misleading the public, even his wife. Thus, he tried to make his people believed that he really deserved to get any judgment from the people and even his family. However, the way he delivered was somehow lacking in terms of embracing the followers because of his tone was considered off the track. It is very different when he stated the force of persuading in *I Have Sinned* as in the example below:

I may not be quite as easy with my words today as I have been in years past, and I was up rather late last night thinking about and praying about what I ought to say today.
(SP/41/00:27-00:41)

In data (SP/41/00:27-00:41), President Clinton tried to show his effort of writing down and considering what he should say in the mean time of Lewinsky scandal. He persuaded his opponents, followers, and society to look how hard he tried to think of what was right to say because it was a very special occasion when he would like to apologise sincerely. It also came out as a better way to persuade his fellow citizens to believe that he, indeed, made a well-considered thought on what he had to say.

2) Requesting

Requesting basically is when someone politely or officially asks for something for a particular reason that is in favour. President Clinton did some requesting acts as in the example below:

It is time to stop the pursuit of personal destruction and the prying into private lives and get on with our national life.
(SP/29/03:16-03:25)

In data (SP/29/03:16-03:25), President Clinton asked the audience to stop the pursuit of personal destruction as stated in his saying in I Misled. However, it was delivered in an anger tone which resulted as a plain emotion of request. It even showed that President Clinton had strong objection as many people had involved in his personal life.

Thus, the message in *I Misled*, even though it was a form of request, it did not look like it. It would be different if it was compared to an act of requesting in *I Have Sinned*. The example is below:

I ask you to share my prayer that God will search me and know my heart, try me and know my anxious thoughts, see if there is any hurtfulness in me, and lead me toward the life everlasting.
(SP/74/09:13-09:33)

In data (SP/74/09:13-09:33), it was clear that President Clinton showed his soft heart. He asked his fellow citizens to share their prayers for a better him. He showed how he would like to love his people as much as he could. This was a request that could make his people believe that he really needed them and that they also needed him. It became a mutual understanding that was expected from both sides.

3) Demanding

What is different between requesting and demanding is the aim for each act. Requesting is the act of asking for something politely or officially, but demanding is to ask for something forcefully, in a way that shows that you do not expect to be refused. Demanding means the act of requesting in a stronger intention. It is exemplified in the example below:

It's nobody's business but ours.
(SP/27/03:08-03:10)

As in the data (SP/27/03:08-03:10), President Clinton demanded so strongly that he did not want other parties involve in the scandal because it went too far. The way he delivered was by implying message to stop interfering the personal business of him and his family.

However, his way in demanding was just too angry that the audience felt that he was just too arrogant in dealing with the truth. It was very different when he demanded so softly in *I Have Sinned* as in the example below:

I have asked all for their forgiveness.
(SP/48/02:02-02:04)

In data (SP/48/02:02-02:04), President Clinton, in *I Have Sinned*, showed how he was wrong and demanding for everyone's forgiveness for all the things that he ignored, even hid it in his self-defense. He chose the words *I have asked **all** for their forgiveness* because he would like to apologise to every individual that had been hurt by him because of his anger temper and everything that was not right before. It gives an effective impact towards the necessity of the second apology speech as well.

4) Suggesting

The aim of suggesting is to mention an idea, possible plan or action for other people to consider. Here is the example:

The children of this country can learn in a profound way that integrity is important and selfishness is wrong, but God can change us and make us strong at the broken places.
(SP/66/06:24-06:40)

In data (SP/66/06:24-06:40), President Clinton suggested the audience how better the condition after the scandal if people can explain to their next generation to be aware of the temptation and stay close to God. President chose the words wisely by giving some advice to American parents to care for their children and to make sure that children should learn from the scandal.

5) Motivating

Motivating is the act to make someone wants to do something well. In this case, the behaviour of someone being motivated, in the future, is supposed to be different after hearing or seeing someone motivating. The example is given below:

I want to embody those lessons for the children of this country - for that little boy in Florida who came up to me and said that he wanted to grow up and be President and to be just like me. I want the parents of all the children in America to be able to say that to their children.
(SP/67-68/06:42-07:03)

From the data (SP/67-68/06:42-07:03), President Clinton wanted to motivate all American people to believe that being a president was not a sin. Surely, it was a position that had a lot of temptation but that was not to be unsolved. President

Clinton wanted to motivate all American parents to be able to tell that to their children proudly, being an American president. He would like to rhetorically assure American citizens that their dreams were not vanished yet there was still a hope.

It was believed that the second apology speech gave more impression for the American society because the way he motivated people was by recalling memories of their dreams that they should be cherished to keep growing.

c. Commisives

Commisives are acts in which the words commit the speaker to future action, such as promising, offering, threatening, vowing, and volunteering. In *I Misled*, out of 63 occurrences, commisives appears 16 times with 10 times of warning, then followed by promising, then threatening. While in *I Have Sinned*, commisives are just 6 occurrences with 5 acts of promising and an act of warning. President Clinton also succeeded in eliminating the acts of warning a lot more if it was compared to warning acts in *I Misled*. It showed that President Clinton was much considering about what he ought to say in the second apology *I Have Sinned* without offending everyone.

1) Warning

Warning is the act to make someone realise a possible danger or problem, especially one in the future. It is close to the act of threatening but it has lower force to do. The example is given below:

In addition, I had real and serious concerns about an independent counsel investigation that began with private business dealings 20 years ago - dealings, I might add, about which an independent federal agency found no evidence of any wrongdoing by me or my wife over two years ago.
(SP/19/01:58-02:20)

In the example above, it showed how President Clinton warned the independent counsel investigation because of their overlapping obligation on what they were supposed to do. It hurt many parties that were not proven guilty after all. President Clinton also showed that the independent counsel investigation could not find any wrongdoing that was exemplified in the case of business dealings done by his family at the scandal of Whitewater. Thus, President Clinton warned them not to overlap an ongoing investigation in the future, especially in Lewinsky scandal. However, the way he delivered the message was too frontal which cornered the actor so much. It was considered by the audience as an unwise approach to take a blame on a certain party where in

the fact it was used just to divert society's attention not to think about the recent scandal.

So, in the second apology speech, President Clinton succeeded to take a better way to deliver his warning, even it was only one act of warning. This was the warning act in *I Have Sinned*:

I am grateful for those who have stood by me and who say that in this case and many others, the bounds of privacy have been excessively and unwisely invaded.
(SP/62/05:22-05:35)

Beside thanking as an expressive act, it also contained warning for parties who still intended to excessively invade President Clinton's privacy matter. He wanted those parties to stop interfering his life because it was unwise. However, because it was delivered in a softer way by thanking all people who cared about him instead of directly giving warning. The warning in *I Have Sinned* was considered as the most effective way to persuade and convince his followers, even opponents.

2) Promising

Promising is the act to say that someone will do much greater things than he or she will ever be able to achieve. This means that the audience is expected to see difference in the future of that person by the promises themselves.

*I must put it right, and I am prepared to do whatever it takes
to do so.*

(SP/24/02:50-02:56)

In data (SP/24/02:50-02:56), President Clinton did make a promise to put everything right at whatever consequences to be taken. However, the choices of the words sounded so exhausted by always stating *I must put it right*, even added by stating *I am prepared to do whatever it takes* which made audience thought of it as being too perfectly impossible to be done. People were already aware that he did something wrong so there would be nothing to be put it right in that mean time instead of apologising.

Fortunately, President Clinton brought himself a way better in the second apology speech by giving a realistic promise to his followers and society as in the example below:

*Second, I will continue on the path of repentance, seeking
pastoral support and that of other caring people so that they
can hold me accountable for my own commitment.*

(SP/56/03:36-03:53)

The example above showed how President Clinton made a promise to his people how he would like to change for greater good in the future realistically, especially for his people who still had faith in him. He chose the words wisely by describing how sinful he was and how he should find enlightenment. He also involved other parties who had been patient to care for him and believe in his commitment to

change. This promise meant so much for the people because it was delivered in a way that President Clinton sincerely apologised in the second apology speech *I Have Sinned*.

3) Threatening

Threatening is the act to tell someone that the speaker will do a harmful thing, or cause problems for that someone if he or she does not do what the speaker wants.

Even presidents have private lives.
(SP/28/03:11-03:15)

In data (SP/28/03:11-03:15), it had been exemplified in the act of protesting. It also had implied meaning that President Clinton wanted to tell people that being a president was also being a human. However, it could also be interpreted that President Clinton also wanted all people to stop gossiping around in the life of an American president because there would be a consequence taken from that. He gave a threat to his opponents that always tried to knock him down in his presidential period by always taking things from his personal life. It was actually considered as being unwise as well because he threatened a particular party without any proof to which the accusation was coming from nowhere.

d. Expressives

Expressives are acts in which the words state what the speaker feels, such as apologising, praising, congratulating, deploring, and regretting. Out of 69 occurrences in *I Misled*, it happened 11 times with 5 times of regretting, twice of apologising, twice of greeting, an act of loving and thanking. While in *I Have Sinned*, out of 83 occurrences, it appeared 20 times with 8 times of thanking, 4 times of regretting, 4 times of apologising, 3 times of greeting, and an act of loving. Thanking was considered the most illocutionary acts happening in *I Have Sinned*. Indeed, it meant that President Clinton delivered more gratitude for his society because they still cared for him.

1) Regretting

Regretting is the act to feel sorry about a situation, especially something sad or wrong or a mistake that the speaker has made. It is clearly become a part of an apology speech because it shows how the speaker is regretful upon what he or she did wrongly. Here is the example:

I deeply regret that.
(SP/14/01:30-01:32)

In the example above, it was assured that President Clinton put a word “deeply” to represent his deepest regret because of his wrongdoing. However, this act of regretting was delivered in *I Misled*, thus, this did not work out well because

it was outnumbered by many acts of offense to the audience.

President Clinton at least had put an attempt to feel wrong.

However, President Clinton made his right decision to deliver his second apology speech which resulted better because his decreasing number of offense to the audience.

Here is the example of regretting in *I Have Sinned*:

*I agree with those who have said that in my first statement
after I testified I was not contrite enough.*
(SP/45/01:23-01:30)

Sometimes, the idea of regretting was included in the idea of confessing as well. The example above in data (SP/45/01:23-01:30) showed how President Clinton regret for being not contrite enough in his first apology speech *I Misled*. He agreed with the receivers that he did not confess fully, even to the level of apology, he agreed that he was not contrite enough. He expressed his deepest regret, however, in his second apology speech which the audience felt that this was it, the essence of being a human was responded very well by President Clinton, to make mistake, to muse over the mistake, and to say sorry.

2) Apologising

Apologising is the act to tell someone that the speaker is sorry for having done something that has caused them problems or unhappiness. The example is below:

I deeply regret that.
(SP/14/01:30-01:32)

In data (SP/14/01:30-01:32), it had been discussed in subsection regretting, it was actually also included in the act of apologising. It showed that President Clinton felt bad for his wrongdoing and he was sorry. However, this was the only significant message that can be counted as apologising in the first apology speech *I Misled* which resulted as an insincere apology speech. He did not particularly say which party that had been hurt mostly. It was very different with the act of apologising in *I Have Sinned* as in the example below:

It is important to me that everybody who has been hurt knows that the sorrow I feel is genuine: first and most important, my family; also my friends, my staff, my Cabinet, Monica Lewinsky and her family, and the American people. I have asked all for their forgiveness.
(SP/47-48/01:38-02:04)

Apologising is the center of an apology speech. It is expected to maintain the harmony between the speaker and the hearer. The speaker, in this condition, is assumed to have any offensive acts to another person, so to be responsible, the speaker needs to apologise. The example in data (SP/47-48/01:38-02:04) above showed how President Clinton trying to achieve that goal, to apologise sincerely to the people who had been offended. He mentioned very tenderly who had been hurt and how he felt by stating one by one party

involved in the scandal. He humbly managed to tell from his deepest heart how he felt without being insincere and ashamed.

3) **Thanking**

Thanking is the act to express to someone that the speaker is pleased about or is grateful for something that they have done. This is the example of thanking in *I Have Sinned*:

I am profoundly grateful for the support of so many Americans who somehow through it all seem to still know that I care about them a great deal, that I care about their problems and their dreams.
(SP/61/05:03-05:20)

In the example above, President Clinton would like to send his deepest gratitude to his followers because of their patience and willingness to believe that President Clinton would be better in the future to reach American dreams. It was proven with his emphasis on *profoundly* to show how much he found the supports from many people around him. It was delivered in a sincere intonation that was not found before in *I Misled*.

4) **Loving**

Loving is the act of showing a lot of love towards someone. This is the example in *I Have Sinned*:

And if my repentance is genuine and sustained, and if I can maintain both a broken spirit and a strong heart, then good can come of this for our country as well as for me and my family.

(SP/65/05:48-06:07)

President Clinton in the example above showed how much he loved his country and his family. He would like to do anything to make a better America. He sincerely asked for Americans to support his way to move on from this misbehaviour scandal. It was very different when he expressed the act of loving in *I Misled*. He said:

I was also very concerned about protecting my family.
(SP/17/01:44-01:48)

The fact that he misled people, even his wife was very embarrassing. Yet, he lied for several times that he did not have any relationship with Ms. Lewinsky. In the data (SP/17/01:44-01:48), even he utilised the idea of protecting family as a shield to defend his lies. It means, the receivers definitely found his insincerity in his sentence, he loved his family conditionally.

5) Greeting

Greeting is the act to welcome someone with particular words or a particular action, or to react to something in the stated way. It is exemplified in:

*Welcome to the White House and to this day to which Hillary
and the vice president and I look forward so much every
year.*
(SP/38/00:03-00:13)

In the example above, President Clinton welcomed his people very warmly, especially when he said that he looked forward so much in delivering this speech. It was conducted in the second apology *I Have Sinned* where many distinguished guests invited. It was very different with the greeting itself done in the first apology speech. Here is the example of greeting in *I Misled*:

Good evening
(SP/01/00:06-00:07)

In data (SP/01/00:06-00:07), it was considered as if President Clinton only greeted because of his formality reason, not more. It was concise yet unfriendly. Many fellow citizens at that time directly criticised the way how President Clinton did not fulfil his goal of his speech which was to apologise.

2. The kinds of the arrangement of President Clinton's classical rhetoric speech presented in apology speeches *I Misled* and *I Have Sinned*.

It is clear that the five canons of classical rhetoric, first introduced to the world in Cicero's *De Inventione* in Porter (2001:83), are important in the organization and mastery of oral or written rhetoric, and critical to the success of modern day speeches, presentations or reports,

particularly in the corporate workplace. The five canons discussed in this paper are Invention, Arrangement, Style, Memory and Delivery.

In this discussion, it is aimed to shoot at one of the five canons of classical rhetoric, which is arrangement. Arrangement is simply the organization of a speech or text to ensure maximum persuasion. Classical rhetoricians divided a speech into six different parts, they are introduction (*exordium*), statement of facts (*narratio*), proof (*confirmatio*), refutation (*refutatio*), and conclusion (*peroration*).

As a president, William Jefferson Clinton is known for his great speeches in any occasion. President Clinton has no doubt in deciding to which purpose of speech he would like to address to audience. Moreover, President Clinton managed to make a neat arrangement of classical rhetoric speech in his two apology speeches *I Misled* and *I Have Sinned*.

a. Introduction (*exordium*)

Introduction makes the topic that the speaker is going to deliver is known by the audience. It is clear that the main goal of introduction is to announce the subject or the purpose of speeches, for instance to persuade, to teach, to praise, to apologise. The example is below:

This afternoon in this room, from this chair, I testified before the Office of Independent Counsel and the grand jury.
(SP/02/00:08-00:15)

As you know, in a deposition in January, I was asked questions about my relationship with Monica Lewinsky.
(SP/06/00:35-00:42)

The examples above were delivered by President Clinton to address to which gravity of topic he would like to deliver in his apology speech. President Clinton introduced the topic by opening the topic of what happened in that afternoon which might be seen by the society.

b. Statement of Facts (*narrate*)

The main goal of statement of facts is to provide enough information for the audience to understand the context of the speaker's arguments. If the rhetoric's goal is to persuade people to adopt a certain course of action, the speaker has to convince the audience that there is a problem that needs to be addressed, for instance. Here is the example:

I answered their questions truthfully, including questions about my private life, questions no American citizen would ever want to answer.
(SP/03/00:16-00:25)

The fact that these questions were being asked in a politically inspired lawsuit, which has since been dismissed, was a consideration, too.
(SP/18/01:49-01:57)

In data (SP/03/00:16-00:25) and (SP/18/01:49-01:57), it was clear that the speaker tried to convince the audience that there were problems that needed to be addressed. In data (SP/03/00:16-00:25), President Clinton tried to convince his people that the condition at that time was very hard for him. Moreover it was the matter of his private life. While in data (SP/18/01:49-01:57), President Clinton

tried to convince the people that the counsel investigation team had gone too far in interfering his life that was considered as a political attempt to make his position in danger.

c. Division (*partitio*)

In division part, the speaker is about to take the audience on a journey of logic and emotion, so it is better to give them an idea of where they're going, so that it will be easier to follow the speech. Here are some examples:

I can only tell you I was motivated by many factors.
(SP/15/01:33-01:37)

But I believe that to be forgiven, more than sorrow is required - at least two more things.
(SP/49/02:06-02:15)

The examples above showed clearly about what division was. President Clinton was dividing what he ought to say in terms stated above. President Clinton tried to break down what he would like to say to make the audience felt easier to follow the topic.

d. Proof (*confirmatio*)

The main body of the speech is proof. In the proof section, the speaker has to construct logical arguments that the audience can understand and follow. It is suggested to relate back to the facts that is mentioned in the statement of facts to back up what the speaker says and to make people convinced. Here is the example:

Indeed, I did have a relationship with Ms. Lewinsky that was not appropriate.

(SP/08/00:49-00:53)

The example showed how President proved from what the fact that he truly answered the questions of the grand jury in that afternoon about his relationship with Ms. Lewinsky. It showed how much he would like to convince his people to believe that he wanted to apologise.

e. Refutation (*refutatio*)

Refutation is when the speaker says or proves that a person, statement, opinion, or anything is wrong or false. It is a form of showing the weakness of the speaker itself or others'. The aim of refutation is to give the speaker a chance to preemptively answer any counterarguments an opposing side may bring up and resolve any doubts on the audience. Here is the example:

In fact, it was wrong. It constituted a critical lapse in judgment and a personal failure on my part for which I am solely and completely responsible.
(SP/09-10/00:54-01:04)

Sometimes refutation is used to show the speaker's modesty to gain the sympathy of the audience. Here, President Clinton did the refutation to show that even as a president, he also made mistake like any other human being. He would like to make his people still trusted him because he would like to take full responsibility for what he did.

f. Conclusion (*peroration*)

The goal of conclusion is to sum up the argument as forcefully and as memorably as possible. If it is necessary to involve emotion, it is suggested to do it that way. The example is below:

*This has gone on too long, cost too much and hurt too many
innocent people.*
(SP/22/02:33-02:40)

The example above is showing how President Clinton took a side on many parties that had been hurt because of his misbehaviour scandal. President Clinton concluded involving an emotional state of what was the meaning of being too much in everything.

After all, President Clinton had changed his attitude towards the scandal. It started on January 26, 1998, he testified under oath to the accusations brought up by Kenneth Starr and he denied the affair by stating, *“I want to say one thing to the American people. I want you to listen to me. I’m going to say this again: I did not have sexual relations with that woman, Miss Lewinsky.”* This denial continued for seven months as Starr gathered evidence of the relationship and investigated his obstruction of justice. Evidence of perjury in his testimony would be grounds for impeachment.

By August 17 and September 11, 1998, President Clinton was ready to admit and apologize for his sexual misconduct, and he needed to rally the support of the nation in understanding his innocence in the perjury accusations. He admitted his inappropriate relationship with *Monica*

Lewinsky, denying obstruction of justice or any other crime, and asking everyone to move on and turn their attention to issues of public interest. Eventhough, the nation's perceptions remain divided, 63% of the public felt that the nation should move beyond the scandal, while 18% felt that President Clinton should resign, and 12% felt that he should be impeached. This showed that the majority of the nation responded positively to what he said. According to the post-speech poll, the majority of the public accepted this proposal to forgive and forget.

The researcher found out that American citizens are literate to read the situation surrounding. They know how to respond speeches. Speeches have significant part in their lives. In conclusion, they know how to respond President Clinton's apology speeches. The first apology speech, *I Misled*, had been evaluated and they thought that the speech was not contrite enough but that would be very different from the second apology speech, *I Have Sinned*, that they heard more sincerely.

Eventhough President Clinton faced a lot of controversial issues, what remained the same was the love of American citizens towards him. He left office with the highest end-of-office approval rating of any American president since World War II. Even more, under his presidency, the United States of America enjoyed the lowest unemployment and inflation rates in recent history, high home ownership, low crime rates, and a budget surplus reported by The Congressional Budget Office between the years 1998 and 2000, the last

three years of his presidency, the years after the scandal blown up and resolved. It is proven that the apology speech delivered by President Clinton at that time, especially the second one, really affected the decision of his American citizens to see and support him in the last presidential terms.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion, the conclusions could be drawn as the following:

1. Related to the first objective of the research, which is to identify and analyse the kinds of speech acts in terms of illocutionary acts delivered by President Clinton in his apology speeches *I Misled* and *I Have Sinned*, there are 4 types of illocutionary acts employed. They are representatives, commissives, directives, and expressives.

Representatives performed by President Bill Clinton were used for convincing, admitting, protesting, blaming, insisting, refuting, and opening. Convincing was the most often to be performed in the first apology. In President Clinton's speech *I Have Sinned*, the table points out that the common speech acts in the speech was also representatives. However, the difference occurred in the kinds of illocutionary acts performed by the speaker. Based on the level of occurrence, those acts were convincing, admitting, describing, insisting, and opening. Prominently, protesting, blaming, and refuting were not performed as the speaker did in the first apology *I Misled*.

Commissives were used for warning, promising, and threatening. Warning was the most often to be performed by the speaker.

Conversely, in the second apology *I Have Sinned*, the speaker was rarely performing commissives. Even if when the speaker performed commissives, the most often to be used in terms of illocutionary act was promising. Table 5 points out that the second-rank common speech acts performed by the speaker in *I Have Sinned* was directives. Directives were used for persuading, requesting, suggesting, motivating, and demanding. Meanwhile, the forms of directives performed in the first apology *I Misled* were also persuading, requesting and demanding. Persuading was the most often to be performed in the form of directives by him through all his apology speeches.

Expressives are those kinds of speech acts that represent the feeling of the speakers. In *I Misled*, illocutionary acts based on the rank of occurrence were performed in regretting, apologising, greeting, loving, thanking. Regretting was the most often to be performed by the speaker. Meanwhile, in *I Have Sinned*, the speaker performed more varied feeling of thanking, regretting, apologising, greeting, welcoming, and loving. Thanking was eventually the most to be carried out by President Clinton as an expression of his gratitude. It meant that he did not forget or ignore the attention and care given by the society. He believed that American citizens still had faith in him to run the last moment of his presidential terms.

2. Regarding with the second objective, this is to explain the findings of the arrangement delivered in *I Misled* and *I Have Sinned*. The function

of rhetoric speech is measured by whether or not the goal of the speech can be achieved. Here, in President Clinton's apology speeches, he tried to convince his fellow citizens to accept his apology for what he did. Eventhough it needed twice to satisfy the society's demand, which was to hear the sincere thought, the last speech was considered the successful one in convincing his followers, although still there were some public opinions divided especially for the Republicans who still opposed him strongly.

Among six parts of rhetoric, the most dominant for both speeches is proof. Actually, both showed almost the same quantity of occurences in each part of the arrangement. However, what became so different is about the content itself. In *I Misled*, proofs were presented a lot by the speaker, however there were 5 proofs showing a lot of self-defense for the speaker itself instead of giving more elaboration on apology purposes. On the contrary, *I Have Sinned* gave more elaboration on its proof, showing the purpose of apologising.

3. As to relate into the context of that time, it is believed that the first apology speech, *I Misled* was not enough because President Bill Clinton did not sound sincere. Knowing its historical background, we need to gain a better understanding for the speech itself and for those components of the speech that make it either an effective or ineffective piece of rhetoric.

At the very beginning of his intention, he wanted to apologize for his affair, to gain trust in his innocence of perjury convictions, and to convince the audience that it was time for them to take action by moving their attention to matters of public interest. The purpose of the speech was to gain trust and support from the public, and in doing so, to protect him from impeachment. The President represented this central message through the structure of his main points and the language used. However, he also harshly attacked the independent counsel in the grand jury for mounting a four-year investigation of the president. The speech, on August 17, 1998, was considered insincere enough to apologise for the action he did to the audience. Evidence had been collected that the Lewinsky affair had in fact happened, so the President had to come out and admit the affair to the public. In doing so, he should have been being trustworthy about his first mistake, the affair.

Thus, he made a different approach in *I Have Sinned*. The other component is to look at the audience response. A successful piece of rhetoric, based on the psychosocial approach, will make the audience feel a certain way in order to cause a change in attitude. An apology, if successful, should make the audience change their mind and understand what went wrong and why it went wrong so that they can forgive. An apology should also convince people to support the person making the apology. The effectiveness of the speech can be evaluated

based on whether or not the audience supported the speaker after the apology.

Based on this critical perspective, a perspective that the nature of the rhetoric calls for, the researcher can make a positive evaluation of Bill Clinton's apology to the nation on September 11, 1998. The speech was effective because it was hand-written for a purpose of having specific effects on the audience, he gave himself credibility by making himself sound sincere and by not placing the blame on his opponents through his use of structure and language.

The second component to be considered was his choice of strong words and his use of repetition. His choice of strong words put a feeling of human and sincerity into his apology. Clinton made the audience form conclusions on their own. He got into the minds of his audience and made them elaborate on the information that he presented, so that they would form their own opinions of his innocence. If the idea of his innocence came from within their minds, they would in turn accept his apology, support him, and take the actions that he was asking of them.

For the final component to be evaluated, the researcher looks at the audience's response to the speech. When looking at the audience response in the historical analysis, we can see that the speech was in fact successful. Although the public opinion remained divided and the Republican legislators continued to hold a negative perception of

Clinton and his accusations, the speech was effective in achieving acceptance and support from the people as a whole. This is supported by the *New York Times/CBS News Poll* conducted the day following the speech, which showed that 63% of the public agreed that the issue of the *Monica Lewinsky* affair and its related accusations should be dropped, and the nation should move beyond the scandal. It is also evident today that the apology was successful because Bill Clinton was still in the office at that time and the issue of the scandal is no longer one of public interest until his end period of his presidential terms in 2001.

B. Implications

From the conclusions above, the researcher can draw some implications as the following:

1. Related to the first conclusion, to identify and analyse the kinds of speech acts in terms of illocutionary acts delivered by President Bill Clinton in his apology speeches *I Misled* and *I Have Sinned* imply how important to do a detail identification and an analysis in understanding the language, especially related with illocutionary forms of language. These processes are intended to make the readers or the audience to be aware of the essence of pragmatics thorough the speeches.
2. Related to the second conclusion, to identify and analyse the arrangement of rhetoric speech delivered by President Clinton in his

two apology speeches *I Misled* and *I Have Sinned* imply how necessary to be aware of the speeches' structure. By that kind of process, it is hoped that the audience can be language learners as well.

3. To study about the related context at a particular time implies how important to know the background of related studies. As language learners, it is important to know more contextual knowledge and how the context can be used as a component to measure the effectiveness of the speech or not.

C. Suggestions

In relationship to the implications, there are some suggestions as in the following:

1. To English Education Department students

It is hoped that the students of English Education Department can learn how to be a good speaker as well as learning how to structurise their rhetoric speech. By learning this research, the students are expected to be aware of the surrounding context and avoid misunderstanding in communication.

2. To English Education Department

It is hoped that English Education Department gives more facility to help other researchers in conducting research in linguistic study. It becomes a paramount matter because this branch of science has broader gravity to cover, to investigate, and to be maintained.

3. To readers

This research is supposed to give enriching ideas and knowledge for the readers to interpret and share meanings. The researcher hopes that the readers are able to grasp the need of communication and how to build a good environment of discourse.

4. To other researchers

This research aims other researchers to explore more than this research has accomplished. The researcher in this thesis investigated only the illocutionary acts, the arrangements of classical rhetoric, and how the context surrounding should be responded. It is believed that this is far from being perfect. Limitations of this research hopefully can encourage other researchers to develop and investigate other aspects of pragmatics. Because pragmatics is so wide to be explored, it is hoped that other researchers can widen themselves to look into a wider perspective of discourse and become a true pragmatist.

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Appendix 1. The findings of kinds of speech acts presented in President Clinton's apology speeches *I Misled* and *I Have Sinned*

REP : representative DIR : directive COM : commisive EXP : expressive DEC : declarative

SP/01/00:08-00:15 → speech/number of data/minute

Social context surrounding the speech

The apology speech *I Misled* was delivered on Monday, August 17, 1998. It was intended to recover President Clinton's reputation as the leader of America who conducted misbehaviour upon his sexual relationship with 22-year old White House intern, Monica Lewinsky. In its content, he said that there was nothing to be intervened, because everyone has their own private lives. The audience felt that the speech was merely trying to protect his personal and political lives without revealing the truth. Thus, there was a second apology from President Clinton that was delivered effectively on Friday, September 11, 1998 entitled *I Have Sinned*.

No	Code	Data	Context	Illocutionary					Function
				REP	DIR	COM	EXP	DEC	
I Misled									
1	SP/01/00:06-00:07	Good evening.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon a sexual relationship with a 22-year old White House intern, Monica Lewinsky.	opening			greeting		a. President Clinton opens the speech formally because it is a national broadcast. b. President Clinton greets the receivers and addressees; so that they feel welcomed to hear and watch the speech he would like to deliver.

			2. Participants a. Receivers : the society of USA b. Addressees : the Republicans c. Speaker : President Bill Clinton 3. End greeting 4. Key precise tone, rigid gesture 5. Instrumentalities oral, formal language 6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
2	SP/02/00:08-00:15	This afternoon in this room, from this chair, I testified before the Office of Independent Counsel and the grand jury.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon	admitting					President Clinton admits to the public and addressees that he has just finished giving testimony on the Lewinsky scandal to the

			<p>a sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republicans</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End admitting</p> <p>4. Key precise tone, droopy eyes</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms threatening silent gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						Office of Independent Counsel and the grand jury.
3	SP/03/00:16-00:25	I answered (emphasising) their questions truthfully, including questions	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast,</p>	convincin			regretting		a. President Clinton convinces the receivers that he has already

		<p>about my private life, questions no American citizen would ever want to answer.</p>	<p>intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republicans</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>convincing, warning, regretting</p> <p>4. Key</p> <p>pompous</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>haggard, silent gaze</p> <p>7. Genre</p> <p>a formal apology</p>			warning			<p>answered truthfully the questions proposed by the Office of Independent Counsel and the grand jury about the scandal.</p> <p>b. President Clinton warns the addressees not to keep pushing him on answering questions that he himself sees the questions were basically too much.</p> <p>c. President Clinton regrets the fact that the Independent Counsel gives him pressuring questions, even no American people would take</p>
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			speech						them.
4	SP/04/00:27-00:31	Still, I must take complete responsibility for all my actions, both public and private.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republicans</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>convincing, promising</p> <p>4. Key</p> <p>precise</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p>	convincing		promisin			<p>a. President Clinton convinces the addressees that he will take full responsibility for what he did publicly and privately.</p> <p>b. President Clinton promises the receivers to clean up the mess on the scandal by complete responsibility for all his actions on public and private sphere.</p>

			enthusiasm gaze 7. Genre a formal apology speech						
5	SP/05/00:32-00:34	And that is why I am speaking to you tonight.	<p>1. Setting and Scene : on August 17, 1998, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republicans</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End persuading</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p>	persuadi					President Clinton persuades the receivers and the addressees to believe that the previous explanations he just uttered are the reasons why he just has to deliver the speech.

			6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
6	SP/06/00:35-00:42	As you know, in a deposition in January, I was asked questions (emphasising) about my relationship with Monica Lewinsky.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky. 2. Participants a. The independent counsel : Kenn Starr b. Addressee : the Republic political party members c. Speaker : President Bill Clinton	protesting blaming					a. President Clinton protests the independent counsel upon the situation of him being violated by the accusation on his relationship upon Monica Lewinsky in a deposition in January. b. President Clinton blames the addressees and the independent counsel for bringing such issues to public.

			3. End protesting, blaming 4. Key sarcastic 5. Instrumentalities oral, formal language 6. Norms loudness 7. Genre a formal apology speech						
7	SP/07/00:43-00:48	While my answers were legally accurate, I did not (emphasising) volunteer information.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA b. Addressee : the	blaming insisting					a. President Clinton blames the addressees and the independent counsel for not believing him in his previous testimony. b. President Clinton insists the receivers to believe that he indeed did not tell all information for greater good for his followers and nation.

			<p>Republicans</p> <p>c. The independent counsel: Kenn Starr</p> <p>d. Speaker : President Bill Clinton</p> <p>3. End blaming, insisting</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre a formal apology speech</p>						
8	SP/08/00:49-00:53	Indeed (emphasising), I did have a relationship with Ms. Lewinsky that was not appropriate.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House</p>	admitting			apologisin		<p>a. President Clinton admits to the receivers that he was having an inappropriate relationship with Ms. Lewinsky.</p> <p>b. President Clinton also apologises to the receivers and Ms. Lewinsky's</p>

			intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA b. Ms. Lewinsky and her family c. Speaker : President Bill Clinton 3. End admitting, apologising 4. Key precise 5. Instrumentalities oral, formal language 6. Norms weakened gaze 7. Genre a formal apology speech						family for having that inappropriate relationship with Ms. Lewinsky.
9	SP/09/00:54-00:56	In fact, it was wrong.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon	convincin admitting			regretting		a. President Clinton convinces the receivers that the act he has done is wrong. b. President Clinton admits to the public that he did

			<p>sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Speaker : President Bill Clinton</p> <p>3. End convincing, admitting, regretting</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms silent gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>something definitely wrong with Ms. Lewinsky.</p> <p>c. President Clinton feels regret about the fact that he did something wrong.</p>
10	SP/10/00:57-01:04	It constituted a critical lapse in judgment and a personal failure on my part for which I	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast,</p>	refuting	persuadi				<p>a. President Clinton refutes that he himself involved in this scandal,</p>

		am solely and completely responsible.	<p>intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End refuting, persuading, demanding</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p>						<p>thus he holds complete responsibility in it.</p> <p>b. President Clinton persuades the receivers to believe that his actions were out of the moral borders of him as the president.</p> <p>c. President Clinton demands the receivers and the addressees to understand the context of him being responsible.</p>
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			7. Genre a formal apology speech						
11	SP/11/01:05-01:17	But I told the grand jury today and I say to you now that at no time did I ask anyone to lie, to hide or destroy evidence or to take any other unlawful action.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon a sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p> <p>3. End convincing, warning</p>	convincing		warning			<p>a. President Clinton convinces the receivers and the addressees that he already told the grand jury that he did not ask anyone to lie, hide, or destroy evidence about his scandal with Monica Lewinsky.</p> <p>b. President Clinton warns any party (especially the addressees) not to keep spreading the rumor about him asking everyone to lie.</p>

			4. Key precise, threatening 5. Instrumentalities oral, formal language 6. Norms faded gaze 7. Genre a formal apology speech						
12	SP/12/01:18-01:24	I know that my public comments and my silence about this matter gave a false impression.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members	admitting	persuadi				a. President Clinton admits that he has given a false impression to the public on his silence and comments. b. President Clinton persuades the receivers that all time he did was just too silent already gave a false impact to be reviewed publicly, either for the consumption of public or a

			<p>c. Speaker : President Bill Clinton</p> <p>3. End persuading</p> <p>4. Key Light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms melancholy gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						political enemy.
13	SP/13/01:25-01:29	I misled (emphasising) people, including even my wife.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p>	admitting	persuadi		regretting		<p>a. President Clinton admits to the public that he has misled his nation and his belved wife.</p> <p>b. President Clinton persuades the receivers and the addressees that his way to handle this scandal is misleading the American people,</p>

			2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End persuading, regretting 4. Key serious 5. Instrumentalities oral, formal language 6. Norms silent gaze 7. Genre a formal apology speech						including his family. c. President Clinton regrets the fact that he did something terribly misleading for all people, in fact, he is supposed to be a role model for his society and his wife.
14	SP/14/01:30-01:32	I deeply regret that.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship				regretting apologisin		a. President Clinton feels regretful with the way he handled the problem. b. President Clinton asks indirectly for American citizens'

			<p>with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End apologising</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre a formal apology speech</p>						forgiveness.
15	SP/15/01:33-01:37	I can only tell you I was motivated by many factors.	1. Setting and Scene : on August 17, 1998, at a national	blaming		warning			a. President Clinton blames himself for involving

			<p>broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End blaming, warning</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms humble and silent</p>						<p>many factors in doing the silence for several times before.</p> <p>b. President Clinton warns the addressees not to interfere people's objective minds by twisting the truth in his silence.</p>
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			gaze 7. Genre a formal apology speech						
16	SP/16/01:38-01:43	First, by a desire to protect myself from the embarrassment of my own conduct.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republicans c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key</p>	convincin					President Clinton convinces the receivers and the addressees that the reason behind his silence is to protect himself from his embarrassing misconduct.

			<p>pedantic</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms haggard, plain gaze</p> <p>7. Genre a formal apology speech</p>						
17	SP/17/01:44-01:48	I was also very concerned about protecting my family.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members</p>	convincin			loving		<p>a. President Clinton convinces the receivers and the addressees that the reason behind his silence is to protect his family from public comments.</p> <p>b. President Clinton loves his family so much.</p>

			<p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, loving</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre a formal apology speech</p>						
18	SP/18/01:49-01:57	The fact that these questions were being asked in a politically inspired lawsuit, which has since been dismissed, was a consideration, too.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p>	convincin		warning			<p>a. President Clinton convinces the receivers that that the situation might be triggered by political interests of the addressees.</p> <p>b. President Clinton warns his addressees to play political interests fairly.</p>

			<p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, warning</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre a formal apology speech</p>						
19	SP/19/01:58-02:20	In addition, I had real and serious concerns about an independent counsel investigation that began with private business dealings 20 years ago - dealings, I might	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon</p>	convincin		warning			<p>a. President Clinton convinces the receivers by adding more facts about the investigation done by the independent</p>

		add, about which an independent federal agency found no evidence of any wrongdoing by me or my wife over two years ago.	<p>sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. The independent counsel: Kenn Starr</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, warning</p> <p>4. Key precise, threatening</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>counsel had proved nothing wrong on his private business 20 years ago.</p> <p>b. By that report, President Clinton warns the independent counsel investigation that they just overlaps the obligation of what they should do.</p>
20	SP/20/02:21-02:27	The independent counsel investigation moved on to my staff	1. Setting and Scene : on August 17, 1998, at a national	convincin					a. President Clinton convinces the receivers and the

		and friends, then into my private life.	<p>broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. The independent counsel: Kenn Starr</p> <p>d. Speaker : President Bill Clinton</p> <p>3. End convincing, protesting, warning</p> <p>4. Key precise</p>	protesting		warning			<p>addressees that the process of investigation done by the independent counsel has interfered not only to his staff and friends, but more to his private life.</p> <p>b. President Clinton protests his addressees and the independent counsel for a too much act on the scandal.</p> <p>c. President Clinton warns the independent counsel movement that was just overlapping.</p>
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			5. Instrumentalities oral, formal language 6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
21	SP/21/02:28-02:32	And now the investigation itself is under investigation.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members	protesting		warning			a. President Clinton protests the movement of the independent counsel that was just overboard. b. President Clinton warns the independent counsel and the addressees that if they also conduct something wrong, he will find it under investigation by other parties.

			c. The independent counsel: Kenn Starr d. Speaker : President Bill Clinton 3. End protesting, warning 4. Key precise, threatening 5. Instrumentalities oral, formal language 6. Norms loudness 7. Genre a formal apology speech						
22	SP/22/02:33-02:40	This has gone on too long, cost too much and hurt too many innocent people.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House		persuadi	warning	regretting		a. President Clinton persuades the heart of the receivers that this matter has given a long journey, cost too much and hurt innocent people, so he persuade the addressees to stop destructing lives

			<p>intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>persuading, warning, regretting</p> <p>4. Key</p> <p>sarcastic</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>loudness</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>of many.</p> <p>b. President Clinton warns the addressees and the independent counsel about the way how they did the investigation.</p> <p>c. President Clinton regrets the decision made by the independent counsel to investigate in the scandal itself.</p>
23	SP/23/02:41-02:49	Now, this matter is between me, the two people I love most - my wife and our	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast,</p>	insisting		warning			<p>a. President Clinton insists the public that this problem should be solved</p>

		daughter - and our God.	<p>intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End insisting, warning</p> <p>4. Key threatening</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms haggard, plain and silent gaze</p>						<p>between his family and God only.</p> <p>b. President Clinton warns the addressees and the receivers and other parties not to interfere his private life.</p>
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			7. Genre a formal apology speech						
24	SP/24/02:50-02:56	I must put it right, and I am prepared to do whatever it takes to do so.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p> <p>3. End convincing, promising</p>	convincin		promisi			<p>a. President Clinton convinces the receivers that he will be responsible to make everything right.</p> <p>b. President Clinton promises to put this matter into the right track, and is completely aware with the consequences.</p>

			<p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms attentive gaze</p> <p>7. Genre a formal apology speech</p>						
25	SP/25/02:57-02:59	Nothing is more important to me personally.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political</p>	convincin					President Clinton convinces the receivers and the addressees that this problem is no longer paramount to be discussed because this matter of scandal is private.

			party members c. Speaker : President Bill Clinton 3. End convincing 4. Key precise 5. Instrumentalities oral, formal language 6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
26	SP/26/03:00-03:07	But it is private, and I intend to reclaim my family life for my family.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica	insisting					President Clinton insists to claim that this problem is within the family's sphere, and it is private.

			<p>Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End insisting</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre</p> <p>a formal apology speech</p>						
27	SP/27/03:08-03:10	It's nobody's business but ours.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his</p>		demandi	<p>threateni</p> <p>warning</p>			<p>a. President Clinton demands the receivers that this matter doesn't have anything to do with anybody else.</p>

			<p>misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End demanding, threatening, warning</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre</p>						<p>b. President Clinton threatens the addressees not to intervene the private life of him.</p> <p>c. President Clinton warns the addressees if there will be another consequences if this private life is interfered.</p>
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			a formal apology speech						
28	SP/28/03:11-03:15	Even presidents have private lives.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End protesting, threatening,</p>	protesting		threateni warning			<p>a. President Clinton protests the public how far they have interfered his private life.</p> <p>b. President Clinton threatens the public to stay away from the private life of his and reminds them not to intervene.</p> <p>c. President Clinton warns the receivers and the addressees that he also has a private life like normal people have.</p>

			warning 4. Key precise, stiff 5. Instrumentalities oral, formal language 6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
29	SP/29/03:16-03:25	It is time to stop the pursuit of personal destruction and the prying into private lives and get on with our national life.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA	convincin	requesti				a. President Clinton convinces the receivers that this case needs to be stopped for going overboard. b. President Clinton requests the receivers and addressees to move on from the pursuit of personal matters and think more on the national matters.

			b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End convincing, requesting 4. Key precise 5. Instrumentalities oral, formal language 6. Norms loudness, silent gaze 7. Genre a formal apology speech						
30	SP/30/03:26-03:33	Our country has been distracted by this matter for too long, and I take my responsibility for my part in all of this.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House	convincin		promisi			a. President Clinton convinces the receivers that USA's national agenda has been destructed only to discuss on the scandal for a long time. b. President Clinton promises to take

			<p>intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, promising</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms haggard, silent gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						full responsibility because of this scandal
31	SP/31/03:34-03:35	That is all I can do.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for</p>	convincin		promisi			a. President Clinton convinces the receivers that this is all he can do so far, to apologise

			<p>apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, promising</p> <p>4. Key Light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>and to move on.</p> <p>b. President Clinton promises everything he said is what he can do.</p>
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32	SP/32/03:36-03:40	Now it is time - in fact, it is past time - to move on.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with a 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, requesting</p> <p>4. Key stiff gesture</p> <p>5. Instrumentalities oral, formal language</p>	convincin	requesti					<p>a. President Clinton convinces the receivers that now is the time to move on from this case.</p> <p>b. President Clinton requests the receivers and addressees to remember this case as a memory in the past to move forward.</p>
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			6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
33	SP/33/03:41-03:51	We have important work to do - real opportunities to seize, real problems to solve, real security matters to face.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton	convincin					President Clinton convinces the receivers and the addressees that there are more important things to work on for the future.

			3. End convincing 4. Key serious 5. Instrumentalities oral, formal language 6. Norms haggard, plain and silent gaze 7. Genre a formal apology speech						
34	SP/34/03:52-04:09	And so tonight, I ask you to turn away from the spectacle of the past seven months, to repair the fabric of our national discourse, and to return our attention to all the challenges and all the promise of the next American century.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky. 2. Participants a. Receivers : the	convincin	requesti				a. President Clinton convinces the addressees to turn away the case that has been in the past seven months. b. President Clinton asks the receivers and addressees to see the future and to think on what should American citizens do for a better America.

			society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End convincing, requesting 4. Key precise, serious 5. Instrumentalities oral, formal language 6. Norms loudness 7. Genre a formal apology speech						
35	SP/35/04:10-04:11	Thank you for watching.	1. Setting and Scene : on August 17, 1998, at a national broadcast, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House				thanking		President Clinton expresses his gratitudes to the audience for listening and watching the speech intended to clarify the scandal.

			<p>intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End thanking</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms haggard, plain and silent and soft gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
36	SP/36/04:11-04:12	And good night.	<p>1. Setting and Scene : on August 17, 1998, at a national broadcast,</p>				greeting		<p>President Clinton wraps the speech by greeting all receivers and</p>

			<p>intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End greeting</p> <p>4. Key precise tone, rigid gesture</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms haggard, plain and</p>						addressees.
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			<p>silent gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
I Have Sinned									
37	SP/37/00:01-00:02	Thank you very much, ladies and gentlemen.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p>				thanking		President Clinton is grateful for the great participation for audience in attending a special morning breakfast at White House Prayer.

			3. End thanking 4. Key light-hearted tone, friendly gesture 5. Instrumentalities oral, formal language 6. Norms warm gaze 7. Genre a formal apology speech						
38	SP/38/00:03-00:13	Welcome to the White House and to this day to which Hillary and the vice president and I look forward so much every year.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.	opening			greeting		a. President Clinton officially opens the speech in that special event. b. President Clinton, along with his beloved wife and the vice president Al Gore, greet the audience, either the receivers or the addressees, whom they want to see and look forward in this

			<p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End apologising</p> <p>4. Key friendly</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms welcoming gaze</p> <p>7. Genre a formal apology speech</p>						much moment of the year.
39	SP/39/00:15-00:22	This is always an important day for our country, for the reasons that the vice president said.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the</p>	convinci					President Clinton convinces the receivers and the addressees that the day this speech delivered is the day he thinks it is

			<p>disatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key humble tone, light gesture</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>specially important.</p>
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40	SP/40/00:23-00:26	It is an unusual and, I think, unusually important day today.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End describing</p> <p>4. Key light-hearted</p>	describi						President described to the audience that the day he delivers the speech is very uniquely important, as the speech will content in an unusual way.
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			5. Instrumentalities oral, formal language 6. Norms humble gaze 7. Genre a formal apology speech						
41	SP/41/00:27-00:41	I may not be quite as easy with my words today as I have been in years past, and I was up rather late last night thinking about and praying about what I ought to say today.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members		persuadin				President Clinton persuades the receivers by picturing that the speech he is going to deliver would be a bit uneasy for him compared to the speeches he have done for many times before because he has to face the fact that he will do the second apology to wider audience in the House Prayer.

			<p>c. Speaker : President Bill Clinton</p> <p>3. End persuading</p> <p>4. Key serious tone, humble gesture</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
42	SP/42/00:42-00:46	And rather unusual for me, I actually tried to write it down.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered</p>	convinci	persuadin				<p>a. President Clinton convinces the receivers that he really poured all of his efforts on his own writing.</p> <p>b. President Clinton persuades the audience to go with the flow because it was hand-written by him himself, so</p>

			<p>contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, persuading</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms meaningful gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						that the audience may anticipate the sincerity he might write in the speech's script.
43	SP/43/00:47-00:58	So if you will forgive me, I will do my best to say what it is I want to say to you - and I may have to take my glasses out to	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for</p>	requesting	promisi	apologis			a. President Clinton persuades the audience to hear his sincere thought in his speech that he

		read my own writing.	<p>the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>Persuading, requesting, promising, apologising</p> <p>4. Key</p> <p>light-hearted</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p>						<p>writes.</p> <p>b. President Clinton asks the audience to forgive him once more as he starts to read his own writing.</p> <p>c. President Clinton promises to make his speech as what the audience may have expected.</p>
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			low gaze 7. Genre a formal apology speech						
44	SP/44/01:01-01:19	First, I want to say to all of you that, as you might imagine, I have been on quite a journey these last few weeks to get to the end of this, to the rock bottom truth of where I am and where we all are.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p>	describi convinci					<p>a. President Clinton describes the situation he had for the last few weeks before the speech, he hardly experiences the convenient and easy life.</p> <p>b. President Clinton convinces the receivers and the addressees that he has been quiet hard to face the fact that he had in the past and he must come to the end of it.</p>

			3. End describing, convincing 4. Key precise, humble 5. Instrumentalities oral, formal language 6. Norms attentive and meaningful gaze 7. Genre a formal apology speech						
45	SP/45/01:23-01:30	I agree with those who have said that in my first statement after I testified I was not contrite enough.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants	admittin			regretting		a. President Clinton admits that the apology he did in the previous time was not contrite enough. b. President Clinton regrets his manner in his first apology.

			a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End Admitting, regretting 4. Key refuting tone 5. Instrumentalities oral, formal language 6. Norms sincere and soft gaze 7. Genre a formal apology speech						
46	SP/46/01:32-01:36	I don't think there is a fancy way to say that I have sinned.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from	admittin			regretting		a. President Clinton admits that there is no way better to explain that he is actually wrong and the fact that what he did is very sinful. b. President Clinton

			<p>the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End admitting, regretting</p> <p>4. Key humble and refuting</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms weakened gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>regrets the condition that he lied, moreover, when the scandal was true.</p>
47	SP/47/01:38-02:01	It is important to me that everybody who	1. Setting and Scene : on September 11,	convinci	demandin		regretting		a. President Clinton convinces the

		<p>has been hurt know that the sorrow I feel is genuine: first and most important, my family; also my friends, my staff, my Cabinet, Monica Lewinsky and her family, and the American people.</p>	<p>1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>convincing, demanding, regretting</p> <p>4. Key</p> <p>soft-hearted</p> <p>5. Instrumentalities</p>						<p>receivers and the addressees that the feeling that he has upon the guilt is very genuine, and he hopes that everyone that is affected by also know that.</p> <p>b. President Clinton feels so sorry on his behalf to his family, friends, staffs, Cabinet, Monica Lewinsky and her family, and Americans.</p> <p>c. President Clinton wishes to have their forgiving hearts.</p>
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			<p>oral, formal language</p> <p>6. Norms attentive gaze</p> <p>7. Genre a formal apology speech</p>						
48	SP/48/02:02-02:04	I have asked all for their forgiveness.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President</p>		demandin		regretting apologisin		<p>a. President Clinton demands the receivers for their forgiveness.</p> <p>b. President Clinton regrets his wrongdoing and apologises for that mistake.</p>

			<p>Bill Clinton</p> <p>3. End apologising</p> <p>4. Key humble</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms sorrowful gaze</p> <p>7. Genre a formal apology speech</p>						
49	SP/49/02:06-02:15	But I believe that to be forgiven, more than sorrow is required - at least two more things.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p>	convinci					<p>President Clinton believes that it is not easy to be forgiven in this kind of situation, at least he has to do two more things instead of apologising.</p>

			<p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key low tone</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms attentive gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
50	SP/50/02:17-02:27	First, genuine repentance - a determination to change and to repair breaches of my own making.	<p>1. Setting and Scene : on August 17, 1998, intending to ask for apology to the nation for his misbehaviour upon sexual relationship with 22-year old</p>	convinci					President Clinton convinces the receivers and the addressees that to be forgiven, it needs a genuine repentance, a will to change from

			<p>White House intern, Monica Lewinsky.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End apologising</p> <p>4. Key determined gesture</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness and humble gaze</p> <p>7. Genre a formal apology speech</p>						that misconduct.
51	SP/51/02:28-02:30	I have repented.	<p>1. Setting and Scene : on September 11, 1998, at the White</p>	admittin			apologisin		a. President Clinton admits to the receivers that he

			<p>House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End admitting, apologising</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms</p>						<p>feels sorry towards his misbehaviour</p> <p>b. President Clinton apologises for his misconduct that he did not wish to have.</p>
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			humble and weakened gaze 7. Genre a formal apology speech						
52	SP/52/02:32-03:08	Second, what my bible calls a "broken spirit"; an understanding that I must have God's help to be the person that I want to be; a willingness to give the very forgiveness I seek; a renunciation of the pride and the anger which cloud judgment, lead people to excuse and compare and to blame and complain.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton	convinci					To be forgiven, President Clinton believes that in the sense of God's willingness to help, it is to be assured that there should be a willingness to keep away the pride and anger that most people make those appear in this kind of situation.

			3. End convincing 4. Key precise 5. Instrumentalities oral, formal language 6. Norms meaningful gaze 7. Genre a formal apology speech						
53	SP/53/03:10-03:16	Now, what does all this mean for me and for us?	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants		persuadin				President Clinton persuades the audience to really see together on what happened actually in the past.

			<p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End persuading</p> <p>4. Key serious</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms attentive gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
54	SP/54/03:17-03:26	First, I will instruct my lawyers to mount a vigorous defense, using all available appropriate arguments.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from</p>	convinci					President convinces the receivers and the addressees that he could just ask his lawyers to compile all evidences that can strongly defend his stance in legal

			<p>the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms loudness</p> <p>7. Genre</p> <p>a formal apology speech</p>						action, but in fact he won't use it.
55	SP/55/03:27-03:34	But legal language must not obscure the	1. Setting and Scene : on September 11,	convinci					President Clinton convinces the

		fact that I have done wrong.	<p>1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms</p>						<p>receivers and the addressees that even if there is strong defense from all arguments proposed, it is not hiding the fact that he is still wrong.</p>
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			loudness, serious gaze 7. Genre a formal apology speech						
56	SP/56/03:36-03:53	Second, I will continue on the path of repentance, seeking pastoral support and that of other caring people so that they can hold me accountable for my own commitment.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p>	convinci		promisi			<p>a. President Clinton convinces the receivers that he will do everything to make it right again, to go back to his commitment as a religious man and a man who can lead.</p> <p>b. President Clinton promises that in the future, he would always seek on the right track of repentance, church support, and other people who care and believe in his commitment.</p>

			3. End convincing, promising 4. Key humble 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						
57	SP/57/03:57-04:24	Third, I will intensify my efforts to lead our country and the world toward peace and freedom, prosperity and harmony, in the hope that with a broken spirit and a still strong heart I can be used for greater good, for we have many blessings and many challenges and so much work to do.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the	convinci		promisi			President Clinton convinces the receivers by promising that in the future, he would make more efforts to build the nation and the world for a greater good by his existence after strengthening his heart and willingness to change.

			society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End convincing, promising 4. Key humble 5. Instrumentalities oral, formal language 6. Norms firm gaze 7. Genre a formal apology speech						
58	SP/58/04:26–04:33	In this, I ask for your prayers and for your help in healing our nation.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first		requesting persuading				a. President Clinton asks for the audience's forgiveness and prayers to build and heal the nation together. b. President Clinton persuades the audience to support him in

			<p>apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>requesting, persuading</p> <p>4. Key</p> <p>humble</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>soft gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						any way they do for nation.
59	SP/59/04:35-04:49	And though I cannot move beyond or forget this - indeed, I must always keep it as	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer</p>	convinci	persuadin	promisi			a. President Clinton convinces the receivers that to forget this

		<p>a caution light in my life - it is very important that our nation move forward.</p>	<p>Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, persuading, promising</p> <p>4. Key precise, firm</p> <p>5. Instrumentalities oral, formal language</p>						<p>situation is hardly to be done.</p> <p>b. However, President Clinton promises to make this case to be his warning whenever he recalls the memory.</p> <p>c. President persuades the receivers to also move forward is more important in this time of the year.</p>
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			6. Norms attentive gaze 7. Genre a formal apology speech						
60	SP/60/04:51-05:01	I am very grateful for the many, many people - clergy and ordinary citizens alike - who have written me with wise counsel.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton	convinci	persuadin		thanking		a. President Clinton convinces the receivers and the addressees that he really gets so many supprts from evryone. b. President Clinton persuades the addressees to look on him right at that time, everything is just fine. c. President Clinton is grateful because of the audience, especially clergy and citizens alike, who have given him a very wise counsel upon the

			3. End convincing, persuading, thanking 4. Key friendly 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						case.
61	SP/61/05:03-05:20	I am profoundly grateful for the support of so many Americans who somehow through it all seem to still know that I care about them a great deal, that I care about their problems and their dreams.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.	convinci	persuadin		thanking		a. President Clinton convinces the receivers that he has to take care of American citizens because of the mutual relationship built between the people and him. b. President Clinton persuades the addressees t think the same like American's

			<p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>convincing, persuading, thanking</p> <p>4. Key</p> <p>precise</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>lovable gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>people, to chase dreams.</p> <p>c. President Clinton thanks American citizens for countless support for him to stand still and strong in this kind of situation.</p>
62	SP/62/05:22-05:35	I am grateful for those who have stood by me and who say that in this case and many others, the bounds of privacy have been	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for</p>	convinci	persuadin	warning	thanking		<p>a. President Clinton convinces the receivers that he is nothing without his citizens.</p> <p>b. President Clinton</p>

		excessively and unwisely invaded.	<p>the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing, persuading, warning, thanking</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms strong, friendly gaze</p>						<p>persuades the public to still have in faith in him.</p> <p>c. President Clinton thanks the public who have the same thoughts with him about the privacy intervention that has gone too much.</p> <p>d. President Clinton warns the addressees who somehow have invaded the bounds of privacy so excessively.</p>
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			7. Genre a formal apology speech						
63	SP/63/05:35- 05:36	That may be.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p> <p>3. End</p>		persuadin				President Clinton persuades the public to believe that maybe there are still some people who think that the case is being brought too excessive or in the opposite.

			<p>persuading</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms soft gaze</p> <p>7. Genre a formal apology speech</p>						
64	SP/64/05:37-05:47	Nevertheless, in this case, it may be a blessing, because I still sinned.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA</p>	admittin			thanking		<p>a. Even if the people do not think as it is, President Clinton still feel grateful for the citizens who are attentive for his presence.</p> <p>b. President also acknowledges the fact that he still sinned.</p>

			b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End admitting, thanking 4. Key serious 5. Instrumentalities oral, formal language 6. Norms weakened gaze 7. Genre a formal apology speech						
65	SP/65/05:48-06:07	And if my repentance is genuine and sustained, and if I can maintain both a broken spirit and a strong heart, then good can come of this for our country as well as for me and my family.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was		persuadin	promisi	loving		a. President Clinton persuades the receivers that he can maintain his life back to the right path. b. With the genuine repentance, strong heart and spirit, President Clinton promises to do his best for the nation

			<p>not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End persuading, promising, loving</p> <p>4. Key humble</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms low, firm gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>and family.</p> <p>c. Because President Clinton still care for them and love them a great deal, for his country and his family.</p>
66	SP/66/06:24-06:40	The children of this country can learn in a profound way that integrity is important and selfishness is	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast,</p>		suggesting motivatin				<p>a. President Clinton suggests that the next generation can learn the value of integrity</p>

		<p>wrong, but God can change us and make us strong at the broken places.</p>	<p>intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>suggesting, motivating</p> <p>4. Key</p> <p>strong tone</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>attentive gaze</p> <p>7. Genre</p> <p>a formal apology</p>						<p>and selfishness, and how God will make American citizens stronger.</p> <p>b. President Clinton motivates the children to learn from his mistake, so they do not do that.</p>
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			speech						
67	SP/67/06:42-06:56	I want to embody those lessons for the children of this country - for that little boy in Florida who came up to me and said that he wanted to grow up and be President and to be just like me.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End suggesting, motivating</p> <p>4. Key</p>		suggesting motivating				<p>a. President Clinton suggests that the values that have been learnt should be embodied to every child in America.</p> <p>b. President Clinton wants to motivate all American children that they can be a president just like him.</p>

			<p>precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms motivating gaze</p> <p>7. Genre a formal apology speech</p>						
68	SP/68/06:57-07:03	I want the parents of all the children in America to be able to say that to their children.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political</p>		<p>suggesting</p> <p>motivatin</p>				<p>a. President Clinton suggests American's parents to tell to their children how those values should be perceived in the future.</p> <p>b. President Clinton wants to motivate all children in America to believe in hopes and dreams that they hold.</p>

			party members c. Speaker : President Bill Clinton 3. End suggesting, motivating 4. Key precise 5. Instrumentalities oral, formal language 6. Norms strong gaze 7. Genre a formal apology speech						
69	SP/69/07:07-07:15	A couple of days ago when I was in Florida a Jewish friend of mine gave me this liturgy book called "Gates of Repentance."	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered	convinci					President Clinton convince the audience by telling that he met his Jewish friend who gave him a book "Gates of Repentance"

			<p>contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms silent gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
70	SP/70/07:16-07:23	And there was this incredible passage from the Yom Kippur liturgy.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for</p>	convinci					President Clinton convinces the receivers that the content of the book is incredible, one of

			<p>the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End convincing</p> <p>4. Key precise</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms attentive gaze</p> <p>7. Genre</p> <p>a formal apology</p>						<p>the passage is from the Yom Kippur liturgy.</p>
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			speech						
71	SP/71/07:24-09:05	I would like to read it to you: "Now is the time for turning. The leaves are beginning to turn from green to red to orange. The birds are beginning to turn and are heading once more toward the south. The animals are beginning to turn to storing their food for the winter. For leaves, birds and animals, turning comes instinctively. But for us, turning does not come so easily. It takes an act of will for us to make a turn. It means breaking old habits. It means admitting that we have been wrong, and this is never easy. It means losing face.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End insisting, convincing, admitting,	insisting convinci admittin	persuadin		apologisin		a. President Clinton insists politely the receivers t listen to what he has to say. b. President Clinton convinces the society by reading the passage which has the implied meaning of changing behaviour. c. President Clinton admits his past that was wrong and hardly move to the phase of breaking old habits. d. President Clinton persuades the receivers to believe that his efforts to change are true. e. President Clinton

		<p>It means starting all over again. And this is always painful. It means saying I am sorry. It means recognizing that we have the ability to change. These things are terribly hard to do. But unless we turn, we will be trapped forever in yesterday's ways. Lord help us to turn, from callousness to sensitivity, from hostility to love, from pettiness to purpose, from envy to contentment, from carelessness to discipline, from fear to faith. Turn us around, O Lord, and bring us back toward you. Revive our lives as at the beginning, and turn us toward each other, Lord, for</p>	<p>persuading, apologising</p> <p>4. Key light-hearted tone, elegant gesture</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms passionate gaze</p> <p>7. Genre a formal apology speech</p>						<p>apologises to the receivers and the addressees sincerely, eventhough it means losing face, it is still a must.</p>
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		in isolation there is no life."							
72	SP/72/09:06-09:09	I thank my friend for that.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton</p> <p>3. End thanking</p>				thanking		President Clinton thanks his friend for giving him the book and make him realise the meaning of life.

			4. Key light-hearted 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						
73	SP/73/09:10-09:12	I thank you for being here.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the				thanking		President Clinton delivers his gratitude to all people who have attended the White House Prayer and listen to his speech.

			Republic political party members c. Speaker : President Bill Clinton 3. End thanking 4. Key light-hearted 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						
74	SP/74/09:13-09:33	I ask you to share my prayer that God will search me and know my heart, try me and know my anxious thoughts, see if there is any hurtfulness in me, and lead me toward the life everlasting.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was		requesting persuading				a. President Clinton requests the receivers to pray for him. In this time, there is a powerful meaning on praying together. b. President Clinton persuades the audience to believe him that

			<p>not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>requesting, persuading</p> <p>4. Key</p> <p>precise</p> <p>5. Instrumentalities</p> <p>oral, formal language</p> <p>6. Norms</p> <p>attentive gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						<p>there is a willingness to change from him, and that change shall be supported by his society.</p>
75	SP/75/09:35-09:42	I ask that God give me a clean heart, let me walk by faith and not sight.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast,</p>		requesting persuading				<p>a. President Clinton asks God's way to forgive him and make him to be on the right path.</p>

			<p>intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End requesting, persuading</p> <p>4. Key precise, light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms meaningful gaze</p> <p>7. Genre</p>						<p>b. President Clinton persuades the audience to still believe that their president is still an obedient Christian, he will find his faith again eventhough he was a sinner.</p>
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			a formal apology speech						
76	SP/76/09:43-10:04	I ask once again to be able to love my neighbor - all my neighbors - as myself, to be an instrument of God's peace; to let the words of my mouth and the meditations of my heart and, in the end, the work of my hands, be pleasing.	<p>1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End</p> <p>requesting, persuading</p> <p>4. Key</p> <p>light-hearted</p>		requesting persuadin				<p>a. President Clinton asks his neighbours of America, to accept him as God's peace instrument that can be made very useful for others, American society.</p> <p>b. President Clinton persuades the receivers to still believe that their president is a social person, not an individual one like he said always in his first apology <i>I Mised</i>.</p>

			5. Instrumentalities oral, formal language 6. Norms elegant gaze 7. Genre a formal apology speech						
77	SP/77/10:05-10:08	This is what I wanted to say to you today.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the society of USA b. Addressee : the Republic political party members c. Speaker : President	convinci					President Clinton convinces the receivers how the previous explanations are promised and about to be done in the future.

			Bill Clinton 3. End convincing 4. Key precise 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						
78	SP/78/10:09-10:11	Thank you.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience hearing the first apology that was not considered contrite enough. 2. Participants a. Receivers : the				thanking		President Clinton, once again, sends his gratitude for all parties who make this speech be more genuine and acceptable for all.

			society of USA b. Addressee : the Republic political party members c. Speaker : President Bill Clinton 3. End thanking 4. Key light-hearted tone, friendly gesture 5. Instrumentalities oral, formal language 6. Norms soft gaze 7. Genre a formal apology speech						
79	SP/79/10:12-10:14	God bless you.	1. Setting and Scene : on September 11, 1998, at the White House Prayer Breakfast, intending to ask for the second apology because of the dissatisfaction from the audience				greeting		President Clinton greets all parties so they are always blessed under the name of God in their life.

			<p>hearing the first apology that was not considered contrite enough.</p> <p>2. Participants</p> <p>a. Receivers : the society of USA</p> <p>b. Addressee : the Republic political party members</p> <p>c. Speaker : President Bill Clinton</p> <p>3. End greeting</p> <p>4. Key light-hearted</p> <p>5. Instrumentalities oral, formal language</p> <p>6. Norms friendly gaze</p> <p>7. Genre</p> <p>a formal apology speech</p>						
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Appendix 2. The findings of arrangements presented in President Clinton's apology speeches *I Misled* and *I Have Sinned* so as to describe the context of situation of USA in 1993-2001

IN	= Introduction	CS	= Conclusion
SF	= Statement of Facts	IR	= International Relation issues
DV	= Division	PC	= Political issues
PR	= Proof	EM	= Economical issues
SC	= Social issues	RF	= Refutation
AR/1/00:08-00:15	= Arrangement/number of data/minute		

No	Code	Data	The Arrangements of Classical Rhetoric AReech						Context of Situation Issues involved in USA 1993-2001				Notes
			IN	SF	DV	PR	RF	CS	IR	PC	EM	SC	
I Misled													
1.	AR/01/00:06-00:07	Good evening.	√										
2.	AR/02/00:08-00:15	This afternoon in this room, from this chair, I testified before the Office of Independent Counsel and the grand jury.	√										
3.	AR/03/00:16-	I answered their questions		√						√			

	00:25	truthfully, including questions about my private life, questions no American citizen would ever want to answer.											
4.	AR/04/00:27-00:31	Still, I must take complete responsibility for all my actions, both public and private.				√				√			
5.	AR/05/00:32-00:34	And that is why I am speaking to you tonight.						√					
6.	AR/06/00:35-00:42	As you know, in a deposition in January, I was asked questions about my relationship with Monica Lewinsky.	√										
7.	AR/07/00:43-00:48	While my answers were legally accurate, I did not volunteer information.		√						√			
8.	AR/08/00:49-00:53	Indeed, I did have a relationship with Ms. Lewinsky that was not appropriate.				√				√			
9.	AR/09/00:54-00:56	In fact, it was wrong.					√						
10.	AR/10/00:57-01:04	It constituted a critical lapse in judgment and a personal failure on my part for which I					√			√			

		am solely and completely responsible.											
11.	AR/11/01:05-01:17	But I told the grand jury today and I say to you now that at no time did I ask anyone to lie, to hide or destroy evidence or to take any other unlawful action.				√				√			
12.	AR/12/01:18-01:24	I know that my public comments and my silence about this matter gave a false impression.					√			√			
13.	AR/13/01:25-01:29	I misled people, including even my wife.					√			√			
14.	AR/14/01:30-01:32	I deeply regret that.					√						
15.	AR/15/01:33-01:37	I can only tell you I was motivated by many factors.			√					√			
16.	AR/16/01:38-01:43	First, by a desire to protect myself from the embarrassment of my own conduct.				√				√			
17.	AR/17/01:44-01:48	I was also very concerned about protecting my family.				√				√			
18.	AR/18/01:49-01:57	The fact that these questions were being asked in a politically inspired lawsuit, which has since been		√						√			

		dismissed, was a consideration, too.											
19.	AR/19/01:58-02:20	In addition, I had real and serious concerns about an independent counsel investigation that began with private business dealings 20 years ago - dealings, I might add, about which an independent federal agency found no evidence of any wrongdoing by me or my wife over two years ago.				√				√			
20.	AR/20/02:21-02:27	The independent counsel investigation moved on to my staff and friends, then into my private life.				√				√			
21.	AR/21/02:28-02:32	And now the investigation itself is under investigation.				√				√			
22.	AR/22/02:33-02:40	This has gone on too long, cost too much and hurt too many innocent people.						√					
23.	AR/23/02:41-02:49	Now, this matter is between me, the two people I love most - my wife and our daughter - and our God.		√									
24.	AR/24/02:50-02:56	I must put it right, and I am prepared to do whatever it						√		√			

		takes to do so.											
25.	AR/25/02:57-02:59	Nothing is more important to me personally.				√				√			
26.	AR/26/03:00-03:07	But it is private, and I intend to reclaim my family life for my family.				√				√			
27.	AR/27/03:08-03:10	It's nobody's business but ours.				√				√			
28.	AR/28/03:11-03:15	Even presidents have private lives.				√				√			
29.	AR/29/03:16-03:25	It is time to stop the pursuit of personal destruction and the prying into private lives and get on with our national life.						√		√			
30.	AR/30/03:26-03:33	Our country has been distracted by this matter for too long, and I take my responsibility for my part in all of this.		√						√			
31.	AR/31/03:34-03:35	That is all I can do.						√					
32.	AR/32/03:36-03:40	Now it is time - in fact, it is past time - to move on.	√							√			
33.	AR/33/03:41-03:51	We have important work to do - real opportunities to seize, real problems to solve, real security matters to face.		√						√			
34.	AR/34/03:52-	And so tonight, I ask you to						√		√			

	00:41	with my words today as I have been in years past, and I was up rather late last night thinking about and praying about what I ought to say today.											
42.	AR/42/00:42-00:46	And rather unusual for me, I actually tried to write it down.				√							
43.	AR/43/00:47-00:58	So if you will forgive me, I will do my best to say what it is I want to say to you - and I may have to take my glasses out to read my own writing.						√					
44.	AR/44/01:01-01:19	First, I want to say to all of you that, as you might imagine, I have been on quite a journey these last few weeks to get to the end of this, to the rock bottom truth of where I am and where we all are.	√										
45.	AR/45/01:23-01:30	I agree with those who have said that in my first statement after I testified I was not contrite enough.				√				√			
46.	AR/46/01:32-01:36	I don't think there is a fancy way to say that I have sinned.						√					

47.	AR/47/01:38-02:01	It is important to me that everybody who has been hurt know that the sorrow I feel is genuine: first and most important, my family; also my friends, my staff, my Cabinet, Monica Lewinsky and her family, and the American people.				√						√	
48.	AR/48/02:02-02:04	I have asked all for their forgiveness.						√		√			
49.	AR/49/02:06-02:15	But I believe that to be forgiven, more than sorrow is required - at least two more things.			√					√			
50.	AR/50/02:17-02:27	First, genuine repentance - a determination to change and to repair breaches of my own making.				√				√			
51.	AR/51/02:28-02:30	I have repented.						√		√			
52.	AR/52/02:32-03:08	Second, what my bible calls a "broken spirit"; an understanding that I must have God's help to be the person that I want to be; a willingness to give the very forgiveness I seek; a				√				√			

		renunciation of the pride and the anger which cloud judgment, lead people to excuse and compare and to blame and complain.											
53.	AR/53/03:10-03:16	Now, what does all this mean for me and for us?	√										
54.	AR/54/03:17-03:26	First, I will instruct my lawyers to mount a vigorous defense, using all available appropriate arguments.				√				√			
55.	AR/55/03:27-03:34	But legal language must not obscure the fact that I have done wrong.					√			√			
56.	AR/56/03:36-03:53	Second, I will continue on the path of repentance, seeking pastoral support and that of other caring people so that they can hold me accountable for my own commitment.				√				√		√	
57.	AR/57/03:57-04:24	Third, I will intensify my efforts to lead our country and the world toward peace and freedom, prosperity and harmony, in the hope that with a broken spirit and a still strong heart I can be used for greater good, for we have				√				√			

		many blessings and many challenges and so much work to do.											
58.	AR/58/04:26–04:33	In this, I ask for your prayers and for your help in healing our nation.						√		√			
59.	AR/59/04:35-04:49	And though I cannot move beyond or forget this - indeed, I must always keep it as a caution light in my life - it is very important that our nation move forward.						√		√			
60.	AR/60/04:51-05:01	I am very grateful for the many, many people - clergy and ordinary citizens alike - who have written me with wise counsel.		√						√			
61.	AR/61/05:03-05:20	I am profoundly grateful for the support of so many Americans who somehow through it all seem to still know that I care about them a great deal, that I care about their problems and their dreams.		√						√			
62.	AR/62/05:22-05:35	I am grateful for those who have stood by me and who say that in this case and many		√						√			

		others, the bounds of privacy have been excessively and unwisely invaded.											
63.	AR/63/05:35-05:36	That may be.		√									
64.	AR/64/05:37-05:47	Nevertheless, in this case, it may be a blessing, because I still sinned.					√						
65.	AR/65/05:48-06:07	And if my repentance is genuine and sustained, and if I can maintain both a broken spirit and a strong heart, then good can come of this for our country as well as for me and my family.					√						
66.	AR/66/06:24-06:40	The children of this country can learn in a profound way that integrity is important and selfishness is wrong, but God can change us and make us strong at the broken places.		√						√			
67.	AR/67/06:42-06:56	I want to embody those lessons for the children of this country - for that little boy in Florida who came up to me and said that he wanted to grow up and be President and to be just like me.				√				√			

68.	AR/68/06:57-07:03	I want the parents of all the children in America to be able to say that to their children.						√		√			
69.	AR/69/07:07-07:15	A couple of days ago when I was in Florida a Jewish friend of mine gave me this liturgy book called "Gates of Repentance."		√									
70.	AR/70/07:16-07:23	And there was this incredible passage from the Yom Kippur liturgy.			√								
71.	AR/71/07:24-09:05	I would like to read it to you: "Now is the time for turning. The leaves are beginning to turn from green to red to orange. The birds are beginning to turn and are heading once more toward the south. The animals are beginning to turn to storing their food for the winter. For leaves, birds and animals, turning comes instinctively. But for us, turning does not come so easily. It takes an act of will for us to make a turn. It means breaking old habits.				√							

		It means admitting that we have been wrong, and this is never easy. It means losing face. It means starting all over again. And this is always painful. It means saying I am sorry. It means recognizing that we have the ability to change. These things are terribly hard to do. But unless we turn, we will be trapped forever in yesterday's ways. Lord help us to turn, from callousness to sensitivity, from hostility to love, from pettiness to purpose, from envy to contentment, from carelessness to discipline, from fear to faith. Turn us around, O Lord, and bring us back toward you. Revive our lives as at the beginning, and turn us toward each other, Lord, for in isolation there is no life."											
72.	AR/72/09:06-09:09	I thank my friend for that.						√					
73.	AR/73/09:10-	I thank you for being here.						√					

	09:12												
74.	AR/74/09:13-09:33	I ask you to share my prayer that God will search me and know my heart, try me and know my anxious thoughts, see if there is any hurtfulness in me, and lead me toward the life everlasting.				√							
75.	AR/75/09:35-09:42	I ask that God give me a clean heart, let me walk by faith and not sight.				√							
76.	AR/76/09:43-10:04	I ask once again to be able to love my neighbor - all my neighbors - as myself, to be an instrument of God's peace; to let the words of my mouth and the meditations of my heart and, in the end, the work of my hands, be pleasing.				√							
77.	AR/77/10:05-10:08	This is what I wanted to say to you today.						√					
78.	AR/78/10:09-10:11	Thank you.						√					
79.	AR/79/10:12-10:14	God bless you.						√					

President Bill Clinton - August 17, 1998

“I Misled” Speech

Good evening.

Introduction 1

This afternoon in this room, from this chair, I testified before the Office of Independent Counsel and the grand jury.

Statement of facts 1

I answered their questions truthfully, including questions about my private life, questions no American citizen would ever want to answer.

Proof 1

Conclusion 1

Still, I must take complete responsibility for all my actions, both public and private. And that is why I am speaking to you tonight.

Introduction 2&3

As you know, in a deposition in January, I was asked questions about my relationship with Monica Lewinsky. While my answers were legally accurate, I did not volunteer information.

Proof 2

Indeed, I did have a relationship with Ms. Lewinsky that was not appropriate. In fact, it was wrong. It constituted a critical lapse in judgment and a personal failure on my part for which I am solely and completely responsible.

Refutation of Proof 2

But I told the grand jury today and I say to you now that at no time did I ask anyone to lie, to hide or destroy evidence or to take any other unlawful action.

Proof 3

I know that my public comments and my silence about this matter gave a false impression. I misled people, including even my wife. I deeply regret that.

Refutation of Proof 3

I can only tell you I was motivated by many factors. First, by a desire to protect myself from the embarrassment of my own conduct.

Division for Refutation of Proof 3

Proof for Division

I was also very concerned about protecting my family. The fact that these questions were being asked in a politically inspired lawsuit, which has since been dismissed, was a consideration, too.

Statement of facts 2

In addition, I had real and serious concerns about an independent counsel investigation that began with private business dealings 20 years ago - dealings, I might add, about which an

independent federal agency found no evidence of any wrongdoing by me or my wife over two years ago.

The independent counsel investigation moved on to my staff and friends, then into my private life. And now the investigation itself is under investigation.

Proof

Conclusion

This has gone on too long, cost too much and hurt too many innocent people.

Now, this matter is between me, the two people I love most - my wife and our daughter - and our God. I must put it right, and I am prepared to do whatever it takes to do so.

Statement of fact

Nothing is more important to me personally. But it is private, and I intend to reclaim my family life for my family. It's nobody's business but ours.

Defensive Proof

Conclusion

Even presidents have private lives. It is time to stop the pursuit of personal destruction and the prying into private lives and get on with our national life.

Defensive Conclusion

Our country has been distracted by this matter for too long, and I take my responsibility for my part in all of this. That is all I can do.

Statement of fact

Conclusion

Now it is time - in fact, it is past time - to move on.

Introduction

We have important work to do - real opportunities to seize, real problems to solve, real security matters to face.

Statement of fact

And so tonight, I ask you to turn away from the spectacle of the past seven months, to repair the fabric of our national discourse, and to return our attention to all the challenges and all the promise of the next American century.

Conclusion

Thank you for watching. And good night.

President Bill Clinton – September 11, 1998

“I Have Sinned” Speech

Introduction

Thank you very much, ladies and gentlemen. Welcome to the White House and to this day to which Hillary and the vice president and I look forward so much every year.

Statement of fact

This is always an important day for our country, for the reasons that the vice president said. It is an unusual and, I think, unusually important day today. I may not be quite as easy with my words today as I have been in years past, and I was up rather late last night thinking about and praying about what I ought to say today. And rather unusual for me, I actually tried to write it down. So if you will forgive me, I will do my best to say what it is I want to say to you - and I may have to take my glasses out to read my own writing.

Proof

Conclusion

First, I want to say to all of you that, as you might imagine, I have been on quite a journey these last few weeks to get to the end of this, to the rock bottom truth of where I am and where we all are.

Introduction

Proof

I agree with those who have said that in my first statement after I testified I was not contrite enough. I don't think there is a fancy way to say that I have sinned.

Conclusion

It is important to me that everybody who has been hurt know that the sorrow I feel is genuine: first and most important, my family; also my friends, my staff, my Cabinet, Monica Lewinsky and her family, and the American people. I have asked all for their forgiveness.

Proof

Conclusion

But I believe that to be forgiven, more than sorrow is required - at least two more things.

Proof

Division

First, genuine repentance - a determination to change and to repair breaches of my own making. I have repented. Second, what my bible calls a "broken spirit"; an understanding that

Conclusion

I must have God's help to be the person that I want to be; a willingness to give the very forgiveness I seek; a renunciation of the pride and the anger which cloud judgment, lead people to excuse and compare and to blame and complain.

Proof

Introduction

Proof

Now, what does all this mean for me and for us? First, I will instruct my lawyers to mount a vigorous defense, using all available appropriate arguments. But legal language must not obscure the fact that I have done wrong. Second, I will continue on the path of repentance, seeking pastoral support and that of other caring people so that they can hold me accountable for my own commitment.

Refutation

Third, I will intensify my efforts to lead our country and the world toward peace and freedom, prosperity and harmony, in the hope that with a broken spirit and a still strong heart I can be used for greater good, for we have many blessings and many challenges and so much work to do.

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In this, I ask for your prayers and for your help in healing our nation. And though I cannot move beyond or forget this - indeed, I must always keep it as a caution light in my life - it is very important that our nation move forward.

Conclusion

Statement of fact

I am very grateful for the many, many people - clergy and ordinary citizens alike - who have written me with wise counsel. I am profoundly grateful for the support of so many Americans who somehow through it all seem to still know that I care about them a great deal, that I care about their problems and their dreams. I am grateful for those who have stood by me and who say that in this case and many others, the bounds of privacy have been excessively and unwisely invaded. That may be. Nevertheless, in this case, it may be a blessing, because I still sinned. And if my repentance is genuine and sustained, and if I can maintain both a broken spirit and a strong heart, then good can come of this for our country as well as for me and my family. (Applause)

Refutation

Statement of fact

The children of this country can learn in a profound way that integrity is important and selfishness is wrong, but God can change us and make us strong at the broken places. I want to embody those lessons for the children of this country - for that little boy in Florida who

Proof

came up to me and said that he wanted to grow up and be President and to be just like me. I want the parents of all the children in America to be able to say that to their children.

Conclusion

A couple of days ago when I was in Florida a Jewish friend of mine gave me this liturgy book called "Gates of Repentance." And there was this incredible passage from the Yom Kippur liturgy. I would like to read it to you:

Statement of fact

Division

"Now is the time for turning. The leaves are beginning to turn from green to red to orange. The birds are beginning to turn and are heading once more toward the south. The animals are beginning to turn to storing their food for the winter. For leaves, birds and animals, turning comes instinctively. But for us, turning does not come so easily. It takes an act of will for us to make a turn. It means breaking old habits. It means admitting that we have been wrong, and this is never easy. It means losing face. It means starting all over again. And this is always painful. It means saying I am sorry. It means recognizing that we have the ability to change. These things are terribly hard to do. But unless we turn, we will be trapped forever in yesterday's ways. Lord help us to turn, from callousness to sensitivity, from hostility to love, from pettiness to purpose, from envy to contentment, from carelessness to discipline, from fear to faith. Turn us around, O Lord, and bring us back toward you. Revive our lives as at the beginning, and turn us toward each other, Lord, for in isolation there is no life."

Proof

Conclusion

I thank my friend for that. I thank you for being here. I ask you to share my prayer that God will search me and know my heart, try me and know my anxious thoughts, see if there is any hurtfulness in me, and lead me toward the life everlasting. I ask that God give me a clean heart, let me walk by faith and not sight.

Proof

I ask once again to be able to love my neighbor - all my neighbors - as myself, to be an instrument of God's peace; to let the words of my mouth and the meditations of my heart and, in the end, the work of my hands, be pleasing. This is what I wanted to say to you today.

Thank you. God bless you.

Conclusion

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Endang Setyowati

Pekerjaan : Mahasiswa Linguistik S2 Universitas Gadjah Mada

menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian yang berjudul “A Pragmatic Analysis of President William “Bill” Jefferson Clinton’s Apology Speeches *I Misled* and *I Have Sinned*.”

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 16 Desember 2013

Yang membuat pernyataan



Endang Setyowati

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Hapny Masnur Hutagalung

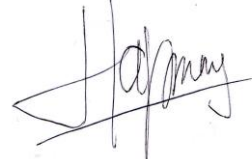
NIM : 09211141026

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Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 18 Desember 2013

Yang membuat pernyataan



Hapny Masnur Hutagalung